

The seal of the Louisiana Department of Education is a large, light gray circular emblem in the background. It features a central figure of a pelican feeding its young in a nest. The text "STATE OF LOUISIANA" is arched across the top, "UNION JUSTITIA" is arched across the middle, and "DEPARTMENT OF EDUCATION" is arched across the bottom. Two stars are positioned on the left and right sides of the seal.

**School Improvement Plan**

***LeBleu Settlement Elementary***

**Louisiana Department of Education**

**Submission Date: *August 29, 2008***

# LeBleu Settlement Elementary

Pre-K - 5

6509 Hwy. 3059

Lake Charles, LA 70615

Jill Portie

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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: 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.

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Superintendent's signature (in blue ink)

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Principal's signature (in blue ink)

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

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Chair, School Improvement Team (in blue ink)

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

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

## SCHOOL IMPROVEMENT TEAM

School Improvement Team Members	Position
Jill Portie	Principal
Carmen Lopez	Administrative Intern
Phyllis Bolton	Curriculum Coordinator
Vickie Gruca	Art Teacher
Kathy Muller	Sp. Ed. Teacher
Carolyn Conner	Kindergarten Teacher
Karen C. Reon	2 <sup>nd</sup> grade Teacher
Elaine Guillory	3 <sup>rd</sup> grade Teacher
Germaine McGee	4 <sup>th</sup> grade Teacher
Susan Aymond	5 <sup>th</sup> grade Teacher
Beth Hooper	5 <sup>th</sup> grade Teacher
Mona Stewart	Paraprofessional
Lisa Miller	Parent
Charlotte Lantier	Community Member
Enter SIT Member Name	Enter SIT Member's Position
Enter SIT Member Name	Enter SIT Member's Position

## ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 42

Date: 8/15/2008

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	Laurie Dyson	Pre K Teacher		
2	Kellie DeReese	Pre K Teacher		
3	Sarah Hogan	Pre K Teacher		
4	Carolyn Conner	Kindergarten		
5	Jerilyne Theriot	Kindergarten		
6	Debbie Nabours	Kindergarten		
7	Laura Church	1 <sup>st</sup> Grade Teacher		
8	Karen Fontenot	1 <sup>st</sup> Grade Teacher		
9	Nikki Porter	1 <sup>st</sup> Grade Teacher		
10	Angela Walker	1 <sup>st</sup> Grade Teacher		
11	Karen C. Reon	2 <sup>nd</sup> Grade Teacher		
12	Janice Ritter	2 <sup>nd</sup> Grade Teacher		
13	Vicky Johnston	2 <sup>nd</sup> Grade Teacher		
14	Carla Cormier	3 <sup>rd</sup> Grade Teacher		
15	Elaine Guillory	3 <sup>rd</sup> Grade Teacher		

	<b>NAME</b>	<b>TITLE/POSITION</b>	<b>SIGNATURE (in blue ink)</b>	<b>SIGNATURE DATE</b>
16	Janet L'Hoste	3 <sup>rd</sup> Grade Teacher		
17	Kara Ronshak	3 <sup>rd</sup> Grade Teacher		
18	Germaine McGee	4 <sup>th</sup> Grade Teacher		
19	Kate Ryder	4 <sup>th</sup> Grade Teacher		
20	Susan Aymond	5 <sup>th</sup> Grade Teacher		
21	Lindsey Comeaux	5 <sup>th</sup> Grade Teacher		
22	Beth Hooper	5 <sup>th</sup> Grade Teacher		
23	Jennifer Kershaw	Sp. Ed. Teacher		
24	Nancy Hennigan	Sp. Ed. Teacher		
25	Traci Ducote	Sp. Ed. Teacher		
26	Kathy Muller	Sp. Ed. Teacher		
27	Vicky Gruca	Art Teacher		
28	Tammy Miller	PE Teacher		
29	Kaci Vinson	Librarian		
30	Phyllis Bolton	Curriculum Coordinator		
31	Debra Doucet	Lab Technician		
32	Rena Perry	Paraprofessional		
33	Mona Stewart	Paraprofessional		

	<b>NAME</b>	<b>TITLE/POSITION</b>	<b>SIGNATURE (in blue ink)</b>	<b>SIGNATURE DATE</b>
34	Amanda Trahan	Paraprofessional		
35	Peggy Young	Paraprofessional		
36	Carla Watkins	Paraprofessional		
37	Beth Michel	Paraprofessional		
38	Sotheary Brandon	Speech Therapist		
39	Erica Granger	Speech Therapist		
40	Marjorie Wooley	Guidance Counselor		
41	Carmen Lopez	Administrative Intern		
42	Jill Portie	Principal		

## **MISSION STATEMENT**

**The mission of LeBleu Settlement Elementary is to provide productive learning opportunities to promote student success.**

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

<b>Name</b>	<b>Title/Occupation</b>
<b>Jill Portie</b>	<b>Principal</b>
<b>Carmen Lopez</b>	<b>Administrative Intern</b>
<b>Phyllis Bolton</b>	<b>Curriculum Coordinator</b>
<b>Vicky Gruca</b>	<b>Art Teacher</b>
<b>Carolyn Conner</b>	<b>Kindergarten Teacher</b>
<b>Karen C. Reon</b>	<b>2<sup>nd</sup> grade Teacher</b>
<b>Elaine Guillory</b>	<b>3<sup>rd</sup> grade Teacher</b>
<b>Germaine McGee</b>	<b>4<sup>th</sup> Grade Teacher</b>
<b>Kathy Muller</b>	<b>Sp. Ed. Teacher</b>
<b>Mona Stewart</b>	<b>Paraprofessional</b>
<b>Lisa Miller</b>	<b>Parent</b>
<b>Charlotte Lantier</b>	<b>Community Member</b>
<b>Bailee Miller</b>	<b>Student</b>

## 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 checked="" type="checkbox"/>	<u>6</u>	<input type="checkbox"/>	<input type="checkbox"/>
HIPPY	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH	<input type="checkbox"/>	<u>#</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 checked="" type="checkbox"/>	<u>6</u>	<input type="checkbox"/>	<input type="checkbox"/>
LEAD TECH	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Math/Science Partnership	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-School Program (s)	<input checked="" type="checkbox"/>	<u>6</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: Click Here to Enter	<input type="checkbox"/>	<u>#</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"> <li>• Click Here to Enter</li> </ul>
List the Distance Learning (i.e., web-based, satellite) courses provided for your students: <ul style="list-style-type: none"> <li>• Click Here to Enter</li> </ul>

## SCHOOL POLICIES AND PARTNERSHIPS

Policy	Policy #/Bulletin #	Date revised	Copy on file at school?	
Crisis Management (emergency/evacuation plan)	§ 339/741	<b>8/2008</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	<b>8/2008</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	<b>8/2008</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Security Procedures (metal detectors, etc.)	§ 339/741	<b>8/2008</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	<b>8/2008</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Student Code of Conduct	§ 1115/741	<b>8/2008</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Teacher Quality Strategies (plan for attracting high quality teachers)	§ 1114/Title I	<b>Enter Date</b>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Transition Plan for Pre-School Children	§ 1114/Title I	<b>Enter Date</b>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

School Partnerships (Type the name of each partner in the space provided)	
University	<b>McNeese State University</b>
Technical Institute	<b>Enter Partner name</b>
Feeder School(s)	<b>J I Watson</b>
Community	<b>District Recreation Board</b>
Business/Industry	<b>McDonalds of Iowa, Central Crude/LA Tank, Southside Machine Works, Farmers' Rice Mill</b>
Private Grants	<b>QSM</b>
Other	<b>Enter Partner name</b>

## 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. 4 <sup>th</sup> grade ELA and Math indexes has exceeded 120 points.	LEAP scores
2. Grade 4 ELA has risen an average of 4.6 index pts. per year from 2004-2008. (104.6 to 127.6)	Trend data, LEAP scores
3. Grade 4 Math has risen an average of 3.74 index pts. per year from 2004-2008. (104.6 to 123.3)	Trend data, LEAP scores
4. Grade 3 Soc. Studies and Sci. indexes have risen an average of 6.8 pts. per year from 2006-2008. (94.7 to 115.2, 99.1 to 119.6)	Trend data, iLEAP scores

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 <sup>th</sup> grd. ELA index has consistently been lower than 3 <sup>rd</sup> and 4 <sup>th</sup> grade.	Trend data, iLEAP scores
2. 3 <sup>rd</sup> grd. ELA index has consistently been lower than 4 <sup>th</sup> grade.	Trend data, iLEAP scores
3. 5 <sup>th</sup> grd. Soc. Studies index fell 10.1 pts. from 2007-2008.	Trend data, iLEAP scores
4. 5 <sup>th</sup> grd. ELA has shown little to no growth from 2006 to 2008.	Trend data, iLEAP scores
5. Students with disabilities have had the lowest % proficient in ELA and Math 4 out of 5 years.	Trend data, LEAP/iLEAP subgroup scores

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:

<b>CONTRIBUTING FACTORS TO THE STRENGTHS</b>	<b>DATA SOURCE</b>
1. Our school is committed to continuous improvement focused on improving student learning.	Instructional Staff Questionnaire
2. Our school provides a safe and orderly environment for learning.	Instructional Staff and Parent Questionnaire
3. The administrator strongly supports the faculty and staff and provides the leadership needed to focus the school improvement process.	Instructional Staff, Student, and Parent Questionnaires
4. Job embedded staff development	TAP logs from 07-08
5.	

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

<b>CONTRIBUTING FACTORS TO THE WEAKNESSES</b>	<b>DATA SOURCE</b>
1. Bullies are affecting our school climate.	Instructional Staff, Parent, and Student Questionnaires
2. Lack of exposure to foreign languages and career/vocational education. CPSB states 4 <sup>th</sup> and 5 <sup>th</sup> grade academically able students are invited to participate in a French program. This does not extend services to grades 3 and below. We have added career day activities and strategies to be incorporated at Halloween.	Instructional Staff, Parent, and Student Questionnaires
3. Lack of teachers providing quality instruction.	Instructional Staff, Parent, and Student Questionnaires
4.	
5.	

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

## SCHOOL PERFORMANCE SCORE CHART

<b>Baseline SPS</b> (Select year and enter score.)	<b>Growth SPS</b> (Select year and enter score.)	<b>Growth Target</b> (Select year and enter target.)
School Baseline SPS 2006: 108.1	School Growth SPS 2006: 111.9	School GT 2006: 2.0
School Baseline SPS 2007: 105.4	School Growth SPS 2007: 107.4	School GT 2007: 2.0
School Baseline SPS 2008: Click to Enter	School Growth SPS waiting on Principal's 2008 School Report Card: Click to Enter	School GT ____: Click to Enter

**Use Principal's Report Card:** [www.louisianaschools.net/lde/pair/1989.asp](http://www.louisianaschools.net/lde/pair/1989.asp)

## STRATEGY PLANNING WORKSHEET

**GOAL #1: By 2013-2014, all students will reach high standards, attaining proficiency or better in ELA.**

**OBJECTIVE(S) #:**

**ELA Objectives**

To increase ELA CRT index scores in 3<sup>rd</sup> grade from 114.3 to 115.1 by Spring 2009.

To maintain ELA CRT index scores in 4<sup>th</sup> grade at 120 or above by Spring 2009.

To increase ELA CRT index scores in 5<sup>th</sup> grade from 92.3 to 96.9 by Spring 2009.

To increase Students with Disabilities ELA percent proficient from 49.9% to 54.9% by Spring 2009.

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

**Bibliographic Notation:**

Schlechty, Phillip. (2002). Working on the Work: An Action Plan for Teachers, Principals, and Superintendents. San Francisco, CA: Jossey Bass.

Schlechty, Phillip. Working on the Work: Making Student Engagement Central. (A two-part video series) The Video Journal of Education. <http://www.schoolimprovement.com/products>.

[www.pisa.oecd.org/](http://www.pisa.oecd.org/) **Programme for International Student Assessment (PISA)**

**Brief Summary of Research:**

Current research supports the role of engaged learning as important to student achievement. All 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 advocates meaningful, engaged learning within a larger framework of school reform, which is based on theories of change and 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. Teachers 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?**

The work of Mike Muir of McMEL has identified a model for meaningful engaged learning focusing on four key components and nine essential elements. 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. Mike Muir’s model for meaningful engaged learning is outlined below with connections to our student population.

- Environment: Relationship and Rapport
  - Student/Teacher Relationship – Over the past three years at LeBleu Settlement Elementary, we have focused on professional development opportunities that promote a positive attitude. We realize that motivation is a quality that can be affected by the attitudes and actions of educators therefore we attempt to provide pleasurable learning experiences for our staff and students. Each year our staff provides animated performances to motivate students to achieve at higher levels such as AR Kickoffs, Family Reading Night, Family Math Night, Fall Festival, Perfect Attendance recognition, Honor/Banner roll recognition, and AR achievement celebrations. We attempt to provide learning opportunities to ensure all students are physically and emotionally safe by cultivating a mutually respectful environment where students can participate without apprehension. Numerous safety drills and extensive precautionary measures are taken throughout the year to ensure student well being. Whole faculty and classroom activities encourage a sense of belonging and respect for all stakeholders through programs such as Principal’s Principles, Character Development, Cooperative Learning, Kagan Learning Strategies, and Quality processes.
  - Helping Students Succeed – Each grade level as well as the entire faculty analyzes individual student data (Scantron, LEAP, iLEAP, ITBS, DIBELS, STAR reading, Report Card grades, CAI Lab reports, and Accelerated Reader) throughout the year. Teachers and students use this data to focus on strengths and areas of improvement to challenge themselves to perform at higher levels. Teachers adjust instruction to plan and implement lessons that meet the needs and abilities of their learners. As a result of continuous monitoring of various assessments, teachers and students are more in tune with the functioning levels of all students and therefore provide lessons in which students can experience success and feel confident in their abilities.
- Experience
  - Hands-On – Sixty-three percent of our student population is low socioeconomic status (free/reduced lunch), therefore may lack exposure to an environment conducive to learning. Experiential learning is when educators purposely engage learners in direct experiences and reflective practices. Students learn from experience so it is imperative that we create learning environments that allow students to learn through hands-on activities and personal experiences provided by our science labs, Promethean boards, computer lab, and learning centers.
  - Learning Styles – We realize that children are unique individuals that learn through different processes. The staff receives professional

development and support addressing multiple intelligences. LeBleu Settlement Elementary is an inclusion school in which differentiated instruction is incorporated. Best practices are implemented to maximize student learning by exposing students to visuals such as posters, power points, and video streaming that enhance the subject matter being taught, learning strategies such as Rally Robin, SU HU PU, Quiz Quiz Trade, Concentration, Thinking maps, Numbered Heads Together, Fan n Pick, Showdown, and Placemat Consensus engage learners in kinesthetic and tactile activities, and opportunities for auditory learners are met by sharing curriculum supplements such as informational cassettes and books on tape.

- Motivation
  - Interest – Research states that engaged students learn more, retain more, and enjoy learning activities more than students who are not engaged. Teachers must keep in mind that student performance excels if students are given a purpose for learning. Successful, engaged learners are responsible for their own learning. Students are able to define their learning goals and evaluate their own achievement. Our students maintain Quality binders to track their learning goals, behavior, attendance, and AR progress. Third through fifth grade students set LEAP and iLEAP achievement goals. Research also states that the most engaging work was work that allowed for creativity, sparked curiosity, and provided an opportunity to work with others. LeBleu Settlement Elementary staff incorporates a variety of cooperative learning structures to enhance lessons such as Mix and Match, Inside/Outside Circle, Rally Robin, Quiz Quiz Trade, and Showdown to name a few.
  - Autonomy – Students may be more engaged if they have some degree of control over their learning. Teachers can help by providing guidelines students can use to monitor their own progress. Students can choose their final product, their partner, or other materials.
- Meaning
  - Connections – For content to be personally meaningful to students there must be a clearly communicated purpose for student learning. Teachers can help students learn material better by helping them develop associations, connections, and contexts for understanding.
  - Context - Teachers use techniques to help connect to students' lives. Whenever possible, students need to connect learning tasks to the real world outside of school. Therefore, we organize performances, enter student work in parent/district contests with audiences beyond the classroom. Learning opportunities are authentic in that they correspond to the task in the home and work places of today and tomorrow. Collaboration around authentic tasks often takes place with peers and mentors within school as well as with family members and others in the real world.

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

As noted in the summary of research above, all students learn if they are highly involved in meaningful tasks. Based on a study conducted in 2000 by PISA, students that are kept engaged will continue to learn no matter what their socioeconomic status is.

**Procedures for Evaluating the Goal, Objective(s) and Strategy: LEAP** – Compare fourth grade LEAP 21 index scores from Spring 2008 to look for growth or maintenance in student achievement in ELA and math. Compare third and fifth grade iLEAP index scores from Spring 2008 to look growth in student achievement in ELA and math. Compare students with disabilities LEAP and iLEAP index scores from Spring 2008 to Spring 2009 to look for growth in student achievement in ELA and math. Compile data from classroom observations and team meeting logs to assess degree of implementation and effectiveness of strategies.

## ACTION PLAN

<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	<b>Fundi ng Sourc es</b>	<b>Object Code</b>	<b>Cost</b>	<b>Indicator of Implementation</b> (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (How do you know the activity is working?)
<p><b>*Initial:</b> In September 2008 our curriculum coordinator, Phyllis Bolton, will present a workshop on 4 Square writing. Teachers will participate in professional development training on 4 Square writing where teachers will learn the process for teaching students how to write which will increase student achievement. Regular education teachers, special education teachers, and administrators will be attending.</p> <p><b>Persons Responsible:</b> Curriculum Coordinator, Classroom Teachers, Administrators</p>				Participants share ideas about the strategy. Participants convey positive attitudes toward implementing 4 square.	Administration will perform monthly walk-through visits using a checklist observing evidence of displayed student work using Four Square writing in at least 75% of the classrooms.
<p><b>*Follow-up:</b> In October 2008, all Pre-K, Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup> grade teachers along with 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade ELA teachers will participate in a half day professional development opportunity by visiting schools that have effectively implemented 4 Square. (T.H. Watkins, D.S. Perkins, Barbe Elementary, &amp; College Oaks)</p> <p><b>Person Responsible:</b> ELA teachers, Curriculum Coordinator</p>	Title 1	100	\$935	Participants will gain insightful ways for implementing 4 Square writing effectively. Teachers will also hear positive feedback about this process.	Participants will share ideas gained from the visit with other team members. Teachers will discuss implementation issues and concerns of 4 Square writing in weekly Round-Up meetings and examine student work. Agendas and sign-in sheets will serve as evidence of such meetings.

<p><b>*Job-embedded Follow Up:</b> Teachers will participate in weekly teaming meetings during common planning periods called "Round-Up" to strengthen meaningful instructional practices that target student engagement and achievement. During these thirty minute meetings, teachers will receive training on new instructional strategies which foster meaningful student engagement for the purpose of improving instruction by the curriculum coordinator, Phyllis Bolton, from September 2008-May 2009. Teachers will examine student work and usage of Four Square writing to find areas of improvement and make modifications in instruction.</p> <p><b>Person Responsible:</b> Curriculum Coordinator, Classroom Teachers</p>	Title 1	100/ 200	\$72,873	Teachers will evaluate and discuss effectiveness of strategies being implemented. Students will be engaged in meaningful learning.	The curriculum coordinator will conduct model lessons monthly in order to ensure that the strategies are being implemented correctly. Teachers will present a reflection once a month in weekly Round-up meetings about how they have used cooperative learning and/or technology to enhance instruction. Teachers will also indicate such activities in lesson plans by highlighting or bolding cooperative learning strategies or activities. Students will complete a plus/delta once a month on how the strategies have helped them in Math and Reading. The teacher will use student data to implement successful strategies.
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<p><b>Implementation:</b> Teachers will use the knowledge gained daily through staff development activities to incorporate the new instructional strategies and Four Square Writing method into lessons and instructional practice from August 2008 through May 2009 across core subject areas to increase student learning.</p> <p><b>Persons Responsible:</b> Classroom Teachers, Administrators, Curriculum Coordinator</p>	Title 1	600	\$1,250	<p>Teachers model behaviors and students demonstrate behaviors related to the strategies in the classroom with evidence of critical thinking, application, and skill.</p> <p>Lesson plans indicate use of strategies on a regular basis. Student work demonstrates improvement showing evidence of strategies in use.</p>	<p>The principal, curriculum coordinator, and administrative intern will conduct monthly classroom walk-throughs to determine the proficiency of the teacher implementing the strategies. Feedback will be analyzed in chart and verbal form during monthly Leadership meetings in order to improve the quality of implementation of strategies.</p> <p>In May 2009 all walk-through data will be analyzed and summarized by school administrators to determine the degree of SIP implementation and action plan effectiveness.</p>
<p><b>**Family Reading Night</b> will be held in September, 2008 to promote parent/teacher/student collaboration and engage parent and student in meaningful academic activities in order to increase student achievement in reading. During the event, parents and students will spend approximately one hour reading together. Each student will have the opportunity to take an Accelerated Reader test while their parents assist and/or observe.</p> <p><b>Persons Responsible:</b> Classroom Teachers, Reading night Committee</p>	Title 1	200	\$1,410	<p>Parents will become more active participants in their child's learning by participating in reading activities with their child. Students reading skills will be enhanced.</p>	<p>Sign-in sheets will document attendance. Surveys will be used to measure participation and effectiveness of activities, and to determine future needs. The Leadership team will disaggregate results and make suggestions for improvements.</p>

<p>**Administrators, paras, and teachers will present parents with “A Drive By Breakfast” on August 26, 2008. The Parent Advisory Committee will prepare bags with a breakfast snack, school brochure, Title 1 brochure, a copy of our school report card, and introduction to our Four Square Writing strategy. These informative packets will also be sent home with bus riders in order to inform all parents.</p> <p><b>Persons Responsible:</b> PAC Committee, Administrator</p>	Part. in Educ.	600	\$237.00	Parents will become informed of the many programs offered at LeBleu. Family awareness and involvement in the educational process will increase.	Sign-in sheets will serve as evidence of parents receiving these informative brochures and breakfast. Parents will participate in a ConnectEd phone evaluation to measure the effectiveness of this activity and to determine future needs. This activity will occur twice a year as a parent outreach.
<p>From September, 2008 through May, 2009, kindergarten through third grade teachers will provide daily reading interventions to students reading below grade level using researched based instructional strategies such as Project Read which are designed to improve reading skills.</p> <p><b>Persons Responsible:</b> Administrative Intern, Kindergarten – 3<sup>rd</sup> grade teachers, Curriculum Coordinator</p>	K-3 Initiative	100	\$2,310	Students will improve reading and early literacy skills.	Kindergarten – 3 <sup>rd</sup> grade teachers will use the Dynamic Indicators of Early Literacy Skills, DIBELS, to assess and monitor students’ reading progress. Students will be given benchmark assessments in September 08, January 09, and May 09, and progress monitoring assessment approximately every three weeks between assessments.
<p>1<sup>st</sup>-5<sup>th</sup> grade students will participate in interactive learning activities in the CAI lab in order to improve reading and math skills. Students will go to lab for half an hour 3 times per week from August 2008 – May 2009.</p> <p><b>Person Responsible: Lab Manager</b></p>	Title 1	100/ 200 300	\$19,630  \$1,000	Students will improve math and reading skills.	Lab manager and teachers will use computer generated individual and class reports to monitor progress in math and reading to check for skill mastery weekly.
<p>**In October 2008, the lab manager will invite family members to visit the CAI lab during their child’s lab time and actively participate with their child in a computer session to increase parental understanding of lab activities and encourage involvement in their children’s education.</p> <p><b>Persons Responsible:</b> Lab Manager, Guidance Counselor</p>	Schl. Vending funds	600	\$100	Parental awareness and involvement in school related activities will increase.	The results of parent surveys will be used to assess participation and plan for subsequent parent involvement activities.

<p>From September, 2008 through May, 2009, kindergarten through third grade teachers will provide daily reading interventions to students reading below grade level using researched based instructional strategies such as Project Read which are designed to improve reading skills. CPSB Training was provided to all K-3 teachers during the 2006-2007 and 2007-2008 school years.</p> <p><b>Persons Responsible:</b> Administrative Intern, Kindergarten – 3<sup>rd</sup> grade teachers, Curriculum Coordinator</p>				Students will improve reading and early literacy skills.	Kindergarten – 3 <sup>rd</sup> grade teachers will use the Dynamic Indicators of Early Literacy Skills, DIBELS, to assess and monitor students' reading progress. Students will be given benchmark assessments in September 08, January 09, and May 09, and progress monitoring assessment approximately every three weeks between assessments.
<p>Tutors will use the Voyager Reading Program and FASTT Math in order to provide remediation to second graders who performed below grade level on DIBELS and/or ITBS. Tutoring will be offered 3 afternoons per week from October 2008 – March 2009.</p> <p><b>Person Responsible:</b> Administrative Intern and tutor</p>	K-3 Initiative	100	\$1,300	Students will improve reading and math skills.	Tutors will use DIBELS assessments to track students' reading progress, and reports from FASTT Math software to track math progress weekly.
<p>Tutors will use LEAP 21 Tutorial programs to provide remediation to fourth graders who performed below basic on the 2008 iLEAP. Tutoring will be offered 2 afternoons per week from October 2008-March 2009.</p> <p><b>Persons Responsible:</b> Guidance Counselor and tutors</p>	LEAP 21	100	\$1,760	Students will improve math and reading skills.	Tutors will keep a portfolio of student work samples. They will also review progress reports and report cards in order to monitor student progress weekly.
<p>**In September 2008, grandparents will be invited to read to students, share their skills and talents, and/or have lunch with their grandchildren. Students may also make presentations to their grandparents.</p> <p><b>Persons Responsible:</b> Guidance Counselor/Committee</p>				Family awareness and involvement in school related activities will increase.	Sign-in sheets and pictures will be used to document attendance. Surveys will be used to modify and plan future family involvement activities.
<p>**In February 2009, the parents of fourth grade students will be invited to attend a LEAP Night. They will learn the requirements for promotion to 5<sup>th</sup> grade, which include "passing" the LEAP test in April. They will be given sample test items and academic resources, including websites, which can help them to assist their child in meeting all requirements for promotion.</p> <p><b>Persons Responsible:</b> 4<sup>th</sup> grade teachers, Curriculum Coordinator, Administrative Intern</p>	Title 1	100 600	\$333 \$200	Family awareness and involvement in the educational process will increase. 4 <sup>th</sup> graders will improve knowledge and skills.	The results of parent surveys will be used to assess participation and plan for subsequent parent involvement activities.

<p>** A school newsletter will be sent home with every student every two weeks throughout the 2008-2009 school year. The newsletter will contain highlights of instructional activities happening in the classroom, reports of extra-curricular activities, notices of upcoming events, and other newsworthy items around the school.</p> <p><b>Persons Responsible:</b> Art Teacher</p>	Part. in Educ.	600	\$250	Parental awareness and involvement in school related activities will increase.	Sign-in sheets and parent surveys are kept in the (PAC) binder. These document parental involvement in school related activities. The results of the surveys are used to plan for and modify future activities in the school.
<p>*The Leadership Team, comprised of principal, curriculum coordinator, administrative intern, and grade level representatives will collaborate in weekly meetings called Pow Wows August 2008-May 2009. Members will address ongoing implementation issues and receive training on new instructional strategies which foster meaningful student engagement for the purpose of improving their quality as a leader and teacher.</p> <p><b>Person Responsible:</b> Administrative Intern, Curriculum Coordinator</p>	Gen. Fund	100/ 200	\$59,525	Leadership will be knowledgeable of the process for the implementation of meaningful engaged learning activities.	Agendas and sign-in sheets are will be kept in a Leadership Binder. Grade level representatives will present reports on implementation issues and disseminate information discussed at leadership team meetings to their grade level team weekly.

\* 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 math.**

**OBJECTIVE(S) #:**

**Math Objectives:**

To increase Math CRT index scores in 3<sup>rd</sup> grade from 116.3 to 116.9 by Spring 2009.

To maintain Math CRT index scores in 4<sup>th</sup> grade on the LEAP at 120 or above by Spring 2009.

To increase Math CRT index scores in 5<sup>th</sup> grade on the iLEAP from 110.6 to 112.2 by Spring 2009.

To increase Students with Disabilities percent proficient from 83.6% to 85.2% by Spring 2009.

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

**Bibliographic Notation:**

Schlechty, Phillip. (2002). Working on the Work: An Action Plan for Teachers, Principals, and Superintendents. San Francisco, CA: Jossey Bass.

Schlechty, Phillip. Working on the Work: Making Student Engagement Central. (A two-part video series) The Video Journal of Education. <http://www.schoolimprovement.com/products>.

[www.pisa.oecd.org/](http://www.pisa.oecd.org/) **Programme for International Student Assessment (PISA)**

**Brief Summary of Research:**

Current research supports the role of engaged learning as important to student achievement. All 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 advocates meaningful, engaged learning within a larger framework of school reform, which is based on theories of change and 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. Teachers 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?**

The work of Mike Muir of McMEL has identified a model for meaningful engaged learning focusing on four key components and nine essential elements. 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. Mike Muir’s model for meaningful engaged learning is outlined below with connections to our student population.

- Environment: Relationship and Rapport
  - Student/Teacher Relationship – Over the past three years at LeBleu Settlement Elementary, we have focused on professional development opportunities that promote a positive attitude. We realize that motivation is a quality that can be affected by the attitudes and actions of educators therefore we attempt to provide pleasurable learning experiences for our staff and students. Each year our staff provides animated performances to motivate students to achieve at higher levels such as AR Kickoffs, Family Reading Night, Family Math Night, Fall Festival, Perfect Attendance recognition, Honor/Banner roll recognition, and AR achievement celebrations. We attempt to provide learning opportunities to ensure all students are physically and emotionally safe by cultivating a mutually respectful environment where students can participate without apprehension. Numerous safety drills and extensive precautionary measures are taken throughout the year to ensure student well being. Whole faculty and classroom activities encourage a sense of belonging and respect for all stakeholders through programs such as Principal’s Principles, Character Development, Cooperative Learning, Kagan Learning Strategies, and Quality processes.
  - Helping Students Succeed – Each grade level as well as the entire faculty analyzes individual student data (Scantron, LEAP, iLEAP, ITBS, DIBELS, STAR reading, Report Card grades, CAI Lab reports, and Accelerated Reader) throughout the year. Teachers and students use this data to focus on strengths and areas of improvement to challenge themselves to perform at higher levels. Teachers adjust instruction to plan and implement lessons that meet the needs and abilities of their learners. As a result of continuous monitoring of various assessments, teachers and students are more in tune with the functioning levels of all students and therefore provide lessons in which students can experience success and feel confident in their abilities.
- Experience
  - Hands-On – Sixty-three percent of our student population is low socioeconomic status (free/reduced lunch), therefore may lack exposure to an environment conducive to learning. Experiential learning is when educators purposely engage learners in direct experiences and reflective practices. Students learn from experience so it is imperative that we create learning environments that allow students to learn through hands-on activities and personal experiences provided by our science labs, Promethean boards, computer lab, and learning centers.
  - Learning Styles – We realize that children are unique individuals that learn through different processes. The staff receives professional

development and support addressing multiple intelligences. LeBleu Settlement Elementary is an inclusion school in which differentiated instruction is incorporated. Best practices are implemented to maximize student learning by exposing students to visuals such as posters, power points, and video streaming that enhance the subject matter being taught, learning strategies such as Rally Robin, SU HU PU, Quiz Quiz Trade, Concentration, Thinking maps, Numbered Heads Together, Fan n Pick, Showdown, and Placemat Consensus engage learners in kinesthetic and tactile activities, and opportunities for auditory learners are met by sharing curriculum supplements such as informational cassettes and books on tape.

- Motivation
  - Interest – Research states that engaged students learn more, retain more, and enjoy learning activities more than students who are not engaged. Teachers must keep in mind that student performance excels if students are given a purpose for learning. Successful, engaged learners are responsible for their own learning. Students are able to define their learning goals and evaluate their own achievement. Our students maintain Quality binders to track their learning goals, behavior, attendance, and AR progress. Third through fifth grade students set LEAP and iLEAP achievement goals. Research also states that the most engaging work was work that allowed for creativity, sparked curiosity, and provided an opportunity to work with others. LeBleu Settlement Elementary staff incorporates a variety of cooperative learning structures to enhance lessons such as Mix and Match, Inside/Outside Circle, Rally Robin, Quiz Quiz Trade, and Showdown to name a few.
  - Autonomy – Students may be more engaged if they have some degree of control over their learning. Teachers can help by providing guidelines students can use to monitor their own progress. Students can choose their final product, their partner, or other materials.
- Meaning
  - Connections – For content to be personally meaningful to students there must be a clearly communicated purpose for student learning. Teachers can help students learn material better by helping them develop associations, connections, and contexts for understanding.
  - Context - Teachers use techniques to help connect to students' lives. Whenever possible, students need to connect learning tasks to the real world outside of school. Therefore, we organize performances, enter student work in parent/district contests with audiences beyond the classroom. Learning opportunities are authentic in that they correspond to the task in the home and work places of today and tomorrow. Collaboration around authentic tasks often takes place with peers and mentors within school as well as with family members and others in the real world.

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

As noted in the summary of research above, all students learn if they are highly involved in meaningful tasks. Based on a study conducted in 2000 by PISA, students that are kept engaged will continue to learn no matter what their socioeconomic status is.

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

Compare fourth grade LEAP 21 index scores from Spring 2008 to look for growth or maintenance in student achievement in ELA and math. Compare third and fifth grade iLEAP index scores from Spring 2008 to look growth in student achievement in ELA and math. Compare students with disabilities LEAP and iLEAP index scores from Spring 2008 to Spring 2009 to look for growth in student achievement in ELA and math. Compile data from classroom observations and team meeting logs to assess degree of implementation and effectiveness of strategies.

## ACTION PLAN

<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	<b>Funding Sources</b>	<b>Object Code</b>	<b>Cost</b>	<b>Indicator of Implementation</b> (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (How do you know the activity is working?)
<p>*Teachers received initial training on cooperative learning strategies during last year's TAP cluster meetings. The curriculum coordinator, Phyllis Bolton, will provide further training and instruction in cooperative learning and cooperative grouping in weekly Round-Up meetings. Teachers will continue to participate in professional development training during weekly Round-Up meetings. Regular education teachers, special education teachers, and administrators will be attending.</p> <p><b>Persons Responsible:</b> Curriculum Coordinator, Classroom teachers, Administrators</p>				Participants share ideas about the strategy. Lesson plans and activities indicate the implementation of cooperative learning.	Administrators and curriculum coordinator will conduct monthly walk-throughs to observe the use of cooperative learning. Teachers will also indicate such activities in lesson plans by highlighting or bolding cooperative learning strategies or activities.
<p><b>Follow-up:</b> Teachers will use the knowledge gained through staff development activities to incorporate a variety of effective cooperative learning strategies in math and reading using technology to enhance instruction into daily lessons and instructional practices throughout the 2008-09 school year. All school instructional staff will apply research based strategies across core subject areas that are developed and modeled in round-up meetings, in their classroom to ensure meaningful engaged learning and improve student achievement.</p> <p><b>Persons Responsible:</b> Classroom Teachers, Curriculum Coordinator</p>	Title 1	600	\$6,079	The faculty will use cooperative learning activities in order to enhance instruction and engage all students in meaningful learning.	Teachers will present a reflection once a month in weekly Round-up meetings about how they have used cooperative learning and/or technology to enhance instruction. Teachers will also indicate such activities in lesson plans by highlighting or bolding cooperative learning strategies or activities. Students will complete a plus/delta once a month on how the strategies have helped them in Math and Reading. The teacher will use student data to implement successful strategies.

<p><b>**Follow-up:</b> Family Math Night will be held in March, 2009 to promote parent/teacher/student collaboration and engage parent and students in meaningful academic activities in order to increase student achievement in math. During the event, parents and students will spend approximately one hour working on hands on math activities and solving math problems together.</p> <p><b>Persons Responsible:</b> Math Night committee, Classroom teachers</p>	<p>Title 1 grant</p>	<p>100 600</p>	<p>\$1,410 \$400</p>	<p>Parents will become more active participants in their child's learning by participating in math activities with their child. Students' math skills will be enhanced.</p>	<p>Sign-in sheets will document attendance. Surveys will be used to measure participation and effectiveness of activities, and to determine future needs. The Leadership team will disaggregate results and make suggestions for improvements.</p>
<p><b>**Administrators, paras, and teachers will present parents with "A Drive By Breakfast" in January, 2008. The Parent Advisory Committee will prepare bags with a breakfast snack, school brochure, Title 1 brochure, a copy of our new school report card, and information about cooperative learning and grouping. These informative packets will also be sent home with bus riders in order to inform all parents.</b></p> <p><b>Persons Responsible:</b> PAC Committee</p>	<p>Partn. in Educ</p>	<p>600</p>	<p>\$250</p>	<p>Parents will become knowledgeable of the many programs offered at LeBleu. Family awareness and involvement in the educational process will increase.</p>	<p>Sign-in sheets will document parents that received these informative brochures and breakfast. Parents will complete an evaluation to measure the effectiveness of this activity and to determine future needs.</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**

<b>FUNDING SOURCES*</b>	<b>Title 1</b>	<b>Gen. Fund</b>	<b>K-3 Initiative</b>	<b>LEAP 21</b>	<b>Other</b>	<b>Click to Enter</b>	<b>Click to Enter</b>	<b>Click to Enter</b>	<b>Click to Enter</b>	<b>Click to Enter</b>	<b>TOTALS</b>
SALARIES (100)	\$74,822	\$41,000	\$3,610	\$1,760	\$1,138	\$	\$	\$	\$	\$	\$122,330
EMPLOYEE BENEFITS (200)	\$21,769	\$18,525	\$	\$	\$	\$	\$	\$	\$	\$	\$40,294
PURCHASED PROFESSIONAL and TECHNICAL SERVICES (300)	\$1,000	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$1,000
OTHER PURCHASES SERVICES (500)	\$2,000	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$2,000
SUPPLIES (600)	\$7,529	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$7,529
INDIRECT COSTS (If applicable)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
PROPERTY (700)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
OTHER OBJECTS (800)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
OTHER USES OF FUNDS (900)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>TOTALS</b>	<b>\$ 107,120</b>	<b>\$59,525</b>	<b>\$3610</b>	<b>\$1,760</b>	<b>\$1,138</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$173,153</b>

\*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 (CSRP); Title II – Part A (Professional Development), Part D (Technology); Title III – English Language Proficient; Title V – Parental Choice and Innovative Programs; Title

VII – Part A (Indian Education), Part B (Native Hawaiian Education), Part C (Alaska Native Education); Learn and Serve America; Stewart B. McKinney Homeless Assistance Act; State Funding; 8(g); LaSIP; IDEA; K-3 Initiatives; MSL; Education Excellence Fund; State School Improvement Funds; miscellaneous funding sources; foundations/grants, etc.

<b>TITLE I, PART A EXPENDITURES (Improving Basic Programs, NCLB School Improvement Funds)</b>	
<b>Projected Expenditures</b>	
<b>SIP Expenditures *</b>	<b>\$</b>
• Salaries (100)	\$74,822
• Benefits (200)	\$21,769
• Prof. SVC (300)	\$1,000
• Property SVC (400)	\$4,615
• Supplies (600)	\$7,529
•	\$
<b>TOTAL Title I, Part A Expenditures</b>	<b>\$109,735</b>

<b>TITLE I, PART B EXPENDITURES</b>	
<b>Projected Expenditures</b>	
<b>SIP Expenditures *</b>	<b>\$</b>
• Click to Enter	\$
• Click to Enter	\$
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• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
<b>TOTAL Title I, Part A Expenditures</b>	<b>\$</b>

<b>TITLE I, PART D EXPENDITURES (N &amp; D)</b>	
<b>Projected Expenditures</b>	
<b>SIP Expenditures *</b>	<b>\$</b>
• Click to Enter	\$
• Click to Enter	\$
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• Click to Enter	\$
• Click to Enter	\$
<b>TOTAL Title I, Part D Expenditures</b>	<b>\$</b>

<b>TITLE I, PART F EXPENDITURES (CSRP)</b>	
<b>Projected Expenditures</b>	
<b>SIP Expenditures *</b>	<b>\$</b>
• Click to Enter	\$
• Click to Enter	\$
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• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
<b>TOTAL Title I, Part F Expenditures</b>	<b>\$</b>

<b>OTHER TITLE I EXPENDITURES</b>	
<b>Projected Expenditures</b>	
<b>SIP Expenditures *</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
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<b>TOTAL Other Title I Expenditures</b>	<b>\$</b>

<b>TITLE II EXPENDITURES</b>	
<b>Projected Expenditures</b>	
<b>SIP Expenditures *</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
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• <b>Click to Enter</b>	<b>\$</b>
<b>TOTAL Title II Expenditures</b>	<b>\$</b>

<b>TITLE IV EXPENDITURES</b>	
<b>Projected Expenditures</b>	
<b>SIP Expenditures *</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
<b>TOTAL Title IV Expenditures</b>	<b>\$</b>

<b>TITLE V EXPENDITURES</b>	
<b>Projected Expenditures</b>	
<b>SIP Expenditures *</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
<b>TOTAL Title V Expenditures</b>	<b>\$</b>

<b>K-3 INITIATIVE EXPENDITURES</b>	
<b>Projected Expenditures</b>	
<b>SIP Expenditures *</b>	<b>\$3,610</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
<b>TOTAL K-3 Initiative Expenditures</b>	<b>\$3,610</b>

<b>OTHER FUNDS</b>	
<b>Projected Expenditures</b>	
<b>SIP Expenditures *</b>	<b>\$59,525</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
• <b>Click to Enter</b>	<b>\$</b>
<b>TOTAL Other Funds</b>	<b>\$59,525</b>

