



SITE

School Improvement Training and Evaluation

Rubric for the Evaluation of School Improvement Plans Summary Report

School Name Woodlawn High School

LEA East Baton Rouge Parish School System

Site Code 017102

LEA Reporting Official Herman Brister
Chief Academic Officer

Evaluator Name Angela Lee
Assistant Superintendent

Date August 13, 2009 (resubmission)

⑩ **Acceptable**

⑩ Not Acceptable

•

The background features a large, faint watermark of the Louisiana State Department of Education seal. The seal is circular and contains the text "STATE OF LOUISIANA" at the top, "DEPARTMENT OF EDUCATION" at the bottom, and "CONFIDENCE" at the bottom center. In the center of the seal is an eagle with its wings spread, perched on a banner that reads "AGRICULTURE".

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

***School Improvement Plan
for
Woodlawn High School***

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

Submission Date: *June 1, 2009*

Woodlawn High School
Grades 9 - 12
15755 Jefferson Highway
Baton Rouge, Louisiana 70817
James Newman
(225) 753-1200
jnewman1@ebrschools.org

Check where applicable:

- Louisiana Approved School
- Charter School
- Alternative School
- School in School Improvement
- School with Comprehensive School Reform Program
- Title I School Schoolwide Targeted Assistance
- Member of Southern Association of Colleges and Schools
- LINC
- Distinguished Educator
- Reading First School
- Grant Application

Name of Grant: _____
Contact Person: _____
Phone: _____
E-mail: _____

Principal's Signature: _____ **Date:** _____

Superintendent's Signature: _____ **Date:** _____

Directions on What to Submit to the LDE and How to Complete the *SIP Template*

- ❑ For schools in School Improvement, submit the plan with the state's *Rubric for the Evaluation of School Improvement Plans Summary Report* on disk to the designated division of the LDE, if required.
- ❑ Mail the Cover Page, District Assurance, and Faculty Assurance.
- ❑ Use 11 point font.
- ❑ Insert page numbers in the Table of Contents.
- ❑ For SIPs that have been revised, indicate material that has changed on the *Strategy Planning Worksheet* with strikethroughs (lines inserted through the changes). Place revisions in bold after the strikethroughs.
- ❑ For any completed activity, write the word *completed* in parenthesis following the strikethroughs.
- ❑ If any item/activity is incomplete, explain in a brief note in parenthesis why the activity was not completed.
- ❑ For grant applications, place in bold *Activities and Action Steps* for targeted funding should the grant be awarded. Include the title of the grant as well as the name, email address, and phone number of the contact person on the Cover Page of the *School Improvement Plan Template*.
- ❑ For original signatures, **USE BLUE INK.**
 - ❑ Principal's Signature
 - ❑ Superintendent's Signature
 - ❑ DAT Members' Signatures, if assigned.
 - ❑ School Support Team Members' Signatures
 - ❑ School Improvement Team Chair's Signature

**Schools submit SIPs to the district for evaluation using the state's rubric*

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DATA PORTFOLIO

The following items should make up the Data Portfolio (to be kept on file at the school):

- Subgroup Component Report and Principal's Report Card for the last three years.
- Summary of Findings of Survey Data and all source documents. (Teachers, Parents, Students, and Principal) May be completed online. If Parent sample size is inadequate, there must be Parent Focus Group(s).
- Summary of Findings of Interview Data and all source documents. (Principal, Counselor, and Teachers) (**Not** Optional for Schools in School Improvement/CSRP)
- Summary of Findings of Focus Group Data and all source documents. (Teachers, Students, and Parents) (**Not** Optional for Schools in School Improvement/CSRP)
- Copy of the Data Triangulation Form
- Comprehensive Needs Assessment: Final Report
- DRA and DIBELS Reports
- Data Analysis Template (Trend Data history, Discipline/Behavior history, etc.)
- Data Notebook (for schools participating in *School Analysis Model-SAM 2000* or *LANA online*)
- Cognitive Summary Data (ITBS/ITED, ACT, PSAT, etc.)
- Citation from monitoring of Federal Programs – if applicable (e.g., Special Education and corresponding Corrective Action Plans)
- Scholastic Audit Next Steps, if applicable.

DISTRICT ASSURANCE

- For schools in School Improvement, and for schools with CSRP models, I hereby certify that this plan was developed with the assistance of a District Assistance Team and/or School Support Team, as applicable, in collaboration with the School Improvement Team.
- I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.
- I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
- I hereby certify that this plan has all of the following components:
 - A statement of the school's mission
 - Evidence of the use of a comprehensive needs assessment, which should include the following data analysis information:
 - Data Triangulation tables
 - Data Comprehensive Needs Assessment Summary Report
 - Goals and measurable objectives
 - Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Professional Development components aligned with assessed needs
 - Family and community involvement activities aligned with assessed needs
 - Evaluation strategies that include methods to measure progress of implementation
 - Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
 - An action plan with timelines and specific activities for implementing the above criteria
- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Superintendent's signature (blue ink)

Principal's signature (blue ink)

Assistant Superintendent's signature (blue ink)

Chair, School Improvement Team (blue ink)

District Assistance or School Support Team Leader (blue ink)

District Assistance or School Support Team Member (blue ink)

District Assistance or School Support Team Members (blue ink)

District Assistance or School Support Team Members (blue ink)

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

SCHOOL IMPROVEMENT TEAM

School Improvement Team Members	Position
James Newman	Principal
Fredell Butler	Chairperson
Brian Dupuis	Teacher
Melissa Jordan	Student
Rose Mary Pirie	Teacher
Valerie Milligan	Teacher
Samantha Cockerham	Parent
Venesa Myers	Administrator
Glen Blankenship	Administrator
Rachel Morton	Teacher
Robert Hyver	Teacher
Curtis Thompson	Teacher
Beth Bares	Parent
Theryl Augustus	Teacher
Mary Elizabeth Strickland	Teacher

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 70

Date: June 1, 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.	Bacani, Devi	Teacher		
2.	Bankston, William	Teacher		
3.	Benoit, Stacey	Teacher		
4.	Benoit, Stacey	Speech Therapist		
5.	Bibbins, David	Teacher		
6.	Blankenship, Glen	Assistant Principal		
7.	Brooks, Gloria	Teacher		
8.	Burnett, Gary	Teacher		
9.	Cherbonnier, Maria	Teacher		
10.	Cockfield, Patricia	Teacher		
11.	Collins, Patty	Counselor		
12.	Collins, Tonya	Teacher		
13.	Davis, Leah	Teacher		
14.	DeLouise, Mark	Teacher		
15.	Duplechin, Karen	Teacher		
16.	Dupuis, Brian	Teacher		
17.	Dyer, Dennis	Teacher		
18.	Evans, Sandra	Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
19.	Evers, Wendell	Teacher		
20.	Fair, Jessie	Teacher		
21.	Fernandez, Elmo	Teacher		
22.	Fike, Stephanie	Teacher		
23.	Gambrell, Sue	Counselor		
24.	Genre, Nicole	Teacher		
25.	Giurintano, Patricia	Teacher		
26.	Gonzales, Alfred	Teacher		
27.	Guillory, Christina	Teacher		
28.	Hudson, Vasheta	Teacher		
29.	Hyver, Bob	Teacher		
30.	Jackson, Geraldine	Teacher		
31.	Jarrell, Evelyn	Teacher		
32.	Jones, Don	Dean of Students		
33.	Jory, Peter	Teacher		
34.	Klein, Amber	Teacher		
35.	Kleinpeter, Mark	Teacher		
36.	Kohn, Dayna	Teacher		
37.	Lee, Glen	Teacher		
38.	Lieux, Jimmy	Teacher		
39.	Lisca, Andreana	Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
40.	Lofland, Jeremy	Teacher		
41.	Lounsberry, Dee	Teacher		
42.	Malpica, Nelson	Teacher		
43.	Messenger, Taylor	Teacher		
44.	Milligan, Valerie	Teacher		
45.	Milton, Tangi	Teacher		
46.	Morales, Richard	Teacher		
47.	Morton, Rachel	Teacher		
48.	Mulhearn, Carol	Teacher		
49.	Myers, Venesa	Assistant Principal		
50.	Newman, Jimmy	Principal		
51.	Parker, Sharlene	Teacher		
52.	Pearl, Jill	Teacher		
53.	Pilarta, Joselito	Teacher		
54.	Pirie, Rose Mary	Teacher		
55.	Scanlan, Donna	Teacher		
56.	Schuman, Mary Margaret	Teacher		
57.	Selph, John	Teacher		
58.	Sinanan, Martha	Teacher		
59.	Smith, Terri	Librarian		
60.	Strickland, Mary Elizabeth	Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
61.	Switzer, Angela	Teacher		
62.	Tate, Sean	Teacher		
63.	Territo, Patricia	Librarian		
64.	Thompson, Curtis	Teacher		
65.	Turpin, Ron	Teacher		
66.	Verges, Cary	Teacher		
67.	Walker, Anitra	Teacher		
68.	Wells, Mary	Teacher		
69.	Wilburn, David	Teacher		

MISSION STATEMENT

Woodlawn High School – Preparing for Lifelong Learning

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

Name	Title/Occupation
Jarrell, Evelyn	English Department Chairperson
Wells, Mary	Math Department Chairperson
Shuman, Mary Margaret	Social Studies Department Chairperson
Kohn, Dana	Physical Education Department Chairperson
Milligan, Valerie	Science Department Chairperson
Hyver, Robert	JROTC Department Chairperson
Sinanan, Martha	Foreign Language Department Chairperson
Blankenship, Glen	Assistant Principal

FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES

(Place an **X** in the status area for each program implemented at your school)

Program List: (including during- and after-school programs)	Currently Using (Mark with an X)	No. of Years	Proposed Program (Mark with an X)	Deleted Program (Mark with an X)
Career to Work	X	2		
Extended Day Program				
HIPPY				
INTECH	X	1		
INTECH 2 Science				
INTECH Social Studies				
La GEAR-UP	X	1		
LaSIP	X			
LEAD TECH	X	4		
Math/Science Partnership				
Pre-School Program				
School-to-Work	X	4		
The Strategic Instruction Model (SIM)				
Other: Accelerated Reader	X	2		
PROSTART I & II	X	6		

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

SCHOOL POLICIES AND PARTNERSHIPS

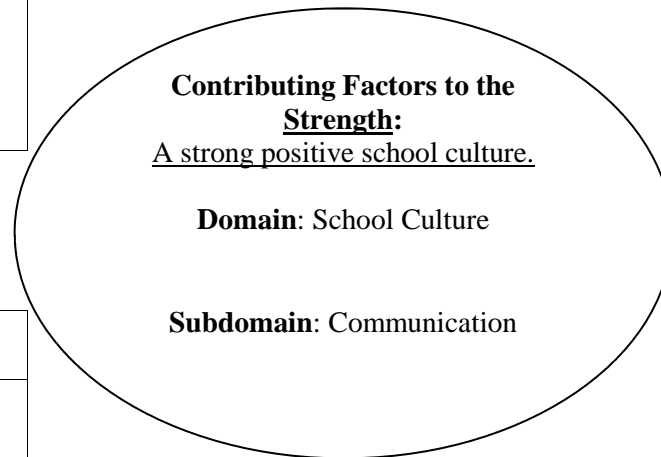
Policy	Policy #/Bulletin # Reference	Date revised (xx/xx/xxxx)	Copy on file at school? (Yes or No)
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	2007	Yes
Family Involvement Policy	§ 1903/741 and § 1118/Title I	2007	Yes
Security Procedures (metal detectors, etc.)	§ 339/741	2007	Yes
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	2007	Yes
Student Code of Conduct	§ 1115/741	2003	Yes
Crisis Management (emergency/evacuation plan)	§ 339/741	04.26.2007	Yes

School Partnerships (Type the name of each partner in the space provided)	
University	Southeastern Louisiana University, Louisiana State University, University of Lafayette, and Baton Rouge Community College
Technical Institute	Louisiana Technical College, American Builders and Contractors
Feeder School(s)	Southeast Middle, Kenilworth Middle, Woodlawn Middle
Community	Woodlawn Baptist Church
Business/Industry	Jones Creek Business Association, Cajun Constructors, ISC
Private Grants	
Other	

DATA TRIANGULATION

Supporting Source #1
Instrument: Parent Survey Data Type: Attitudinal Findings: Question 9: “The school my child attends is improving academically,” has a mean of 3.23 of 3.13.

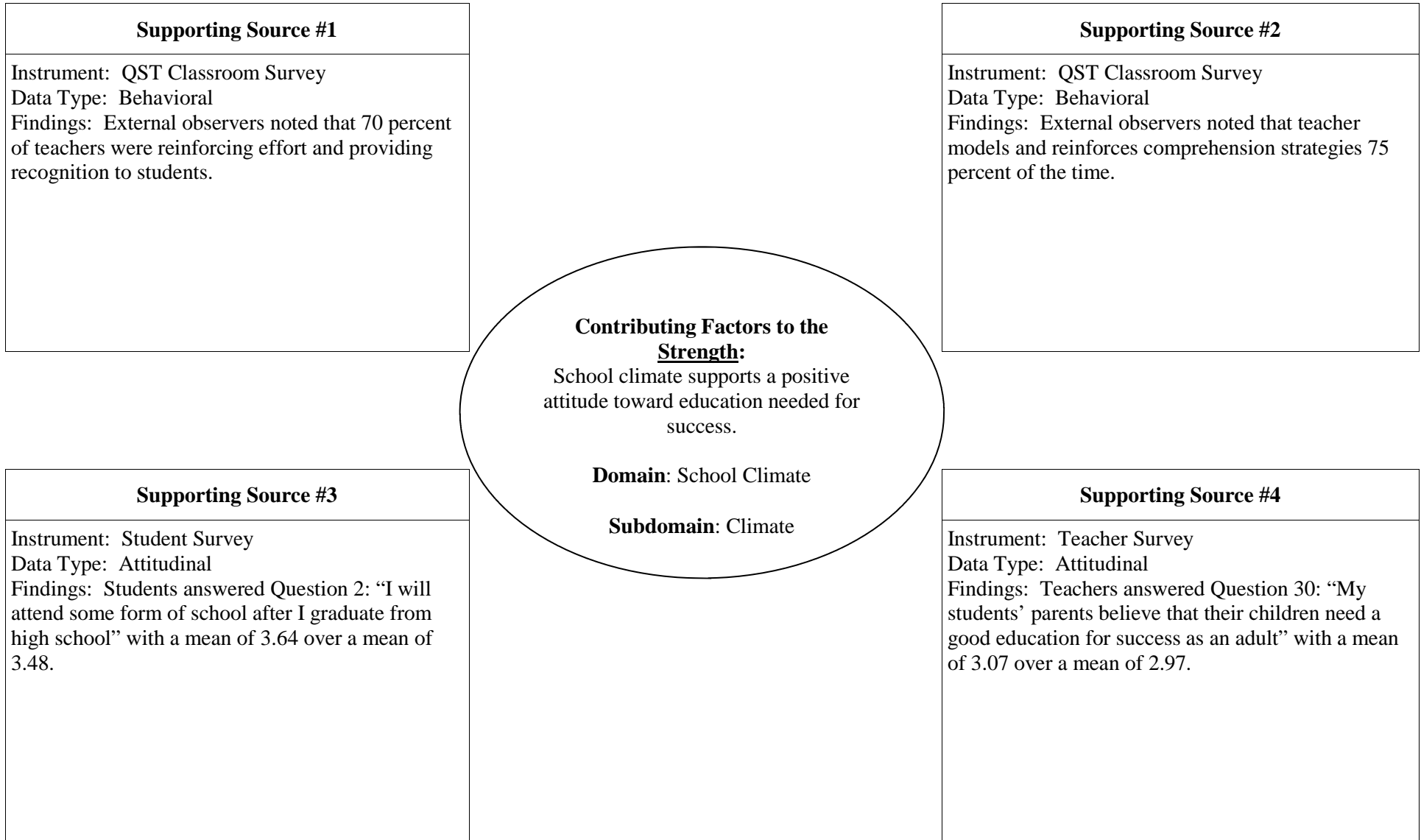
Supporting Source #2
Instrument: Student Survey Data Type: Attitudinal Findings: Question 7 on the student survey: “My teachers believe I will be successful,” has a mean of 3.18 of 3.48.



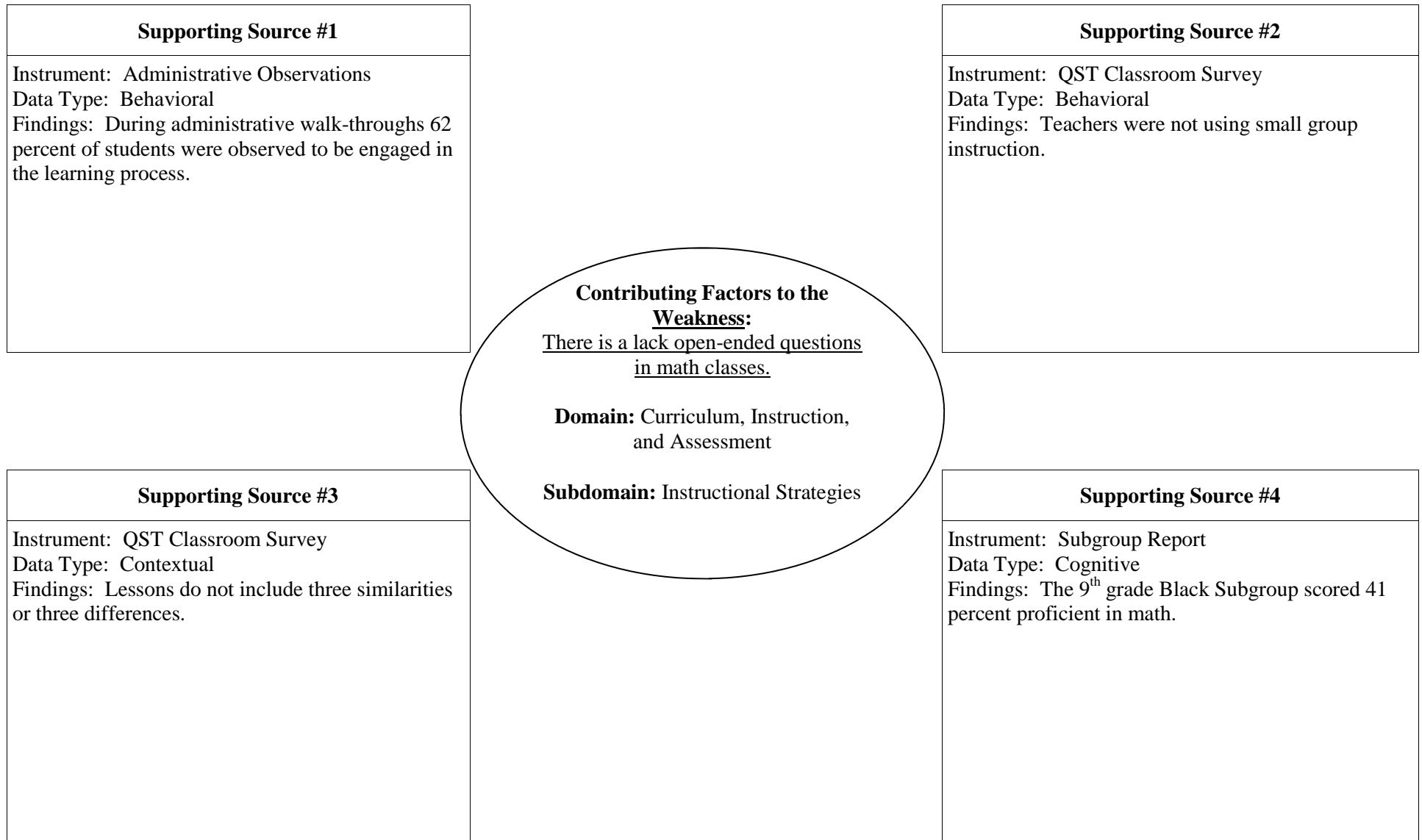
Supporting Source #3
Instrument: QST Classroom Surveys Data Type: Attitudinal Findings: External observer reports in Classroom Strategies that Work states 70 percent of teachers are reinforcing effort and providing recognition of students.

Supporting Source #4
Instrument: <u>Spring 2009 GEE/iLEAP Performance Report</u> Data Type: <u>Cognitive</u> Findings: <u>Whole School subgroup scored above AMO.</u>

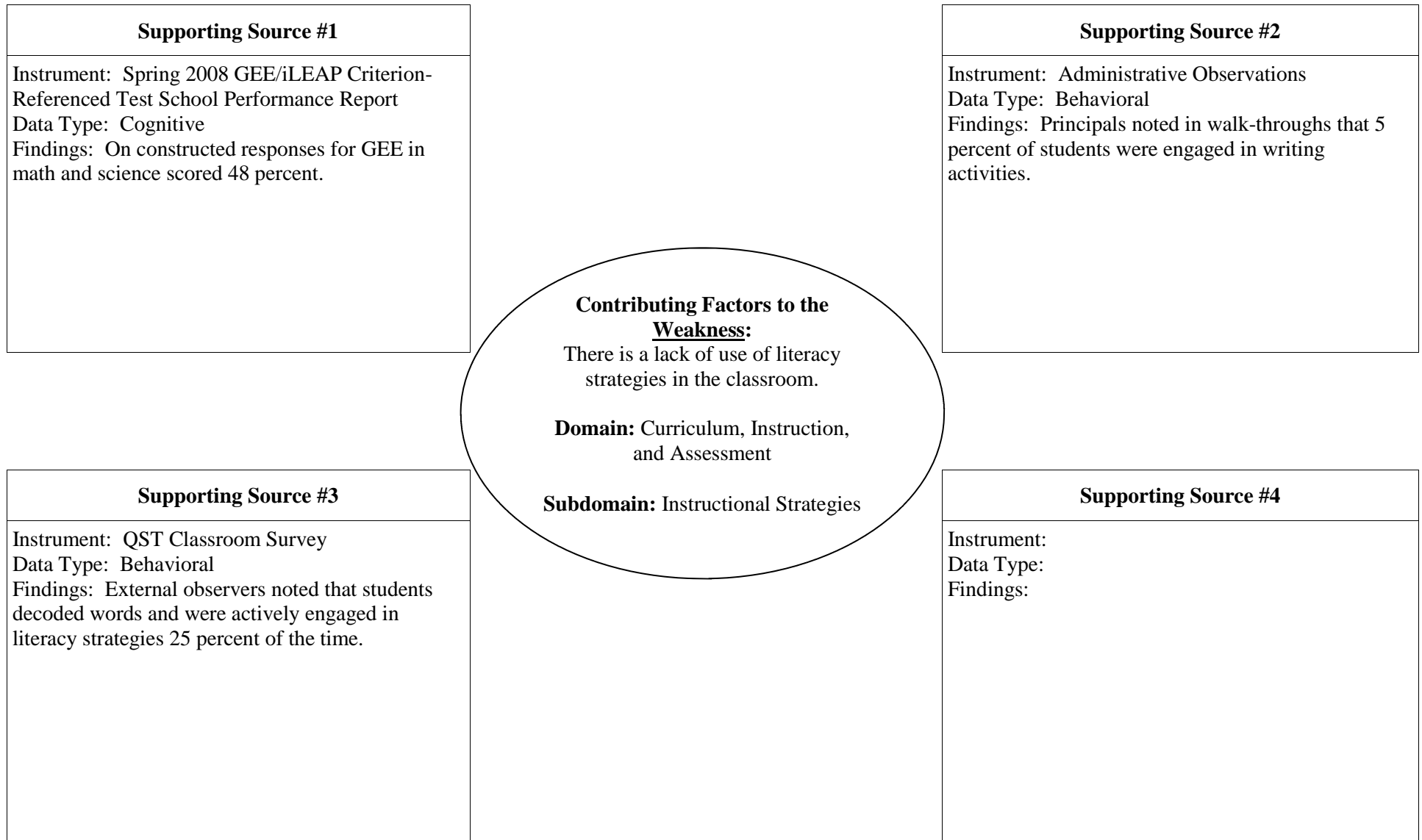
DATA TRIANGULATION



DATA TRIANGULATION



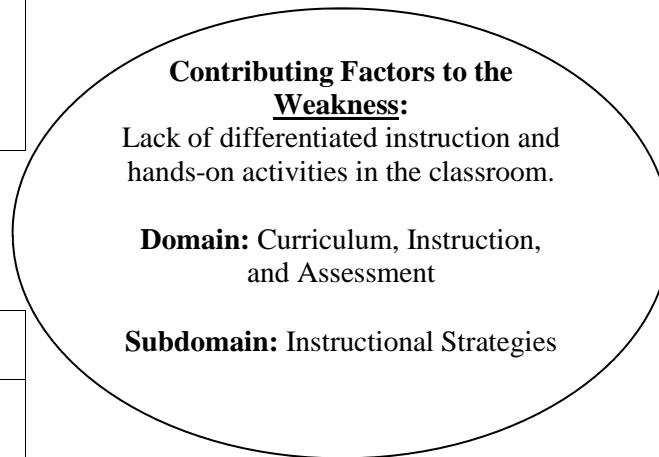
DATA TRIANGULATION



DATA TRIANGULATION

Supporting Source #1
Instrument: Trend Data Subgroup Proficiency LEAP Report Data Type: Cognitive Findings: There is a gap between 10 th grade Students with Disabilities and Whole School in math of 50 percent.

Supporting Source #2
Instrument: Spring 2008 GEE/iLEAP Criterion-Referenced Test School Performance Report Data Type: Cognitive Findings: Data shows 34 percent of students scored below proficient in English/Language Arts.



Supporting Source #3
Instrument: Administrative Observations Data Type: Behavioral Findings: Administrators observed whole group instruction 70 percent of the time.

Supporting Source #4
Instrument: Data Type: Findings:

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

Part 1:

For Title I Schools: ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SIP. This data should reflect findings on *Step10* of the Trend Data Analysis worksheet.

Rank-order the identified areas of strength (3-5) from the *student performance and attendance and/or dropout data* and indicate the supporting data sources:

STRENGTHS	DATA SOURCE
1. <u>Hispanics and whites subgroups scored high in both ELA and math.</u>	<u>Spring 2009 Gee/iLEAP Criterion-Referenced Test School Performance Report</u>
2. <u>Whole School subgroup scored above AMO.</u>	Trend Data Analysis Subgroup Proficiency Report
3. <u>Asians subgroups scored over 30 percent from Whole School in math.</u>	Trend Data Analysis Subgroup Proficiency Report
4. <u>9th Grade scored above AMO in both ELA and math.</u>	<u>Spring 2009Gee/iLEAP Criterion-Referenced Test School Performance Report</u>
5.	

Rank-order the identified areas of weakness (3-5) from the student performance and attendance and/or dropout data and indicate the supporting data sources:

WEAKNESSES	DATA SOURCE
1. Students with Disabilities scored below AMO in both ELA and math.	Trend Data Analysis Subgroup Proficiency Report
2. <u>Black subgroup scored below AMO in both ELA and math.</u>	Trend Data Analysis Subgroup Proficiency Report
3. <u>Economically disadvantaged subgroup scored below AMO in both ELA and math.</u>	Trend Data Analysis Subgroup Proficiency Report
4.	
5.	

The identified weaknesses will lead to the goals.

Part 2:

This data should reflect the findings from the needs assessment as reported on the Data Triangulation sheets.

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

CONTRIBUTING FACTORS TO THE STRENGTHS	DATA SOURCE
1. The public perceives a strong positive school culture.	QST Environmental Survey, Parent Survey, Student Survey
2. School climate supports a positive attitude toward education needed for success.	Parent and Student Survey
3.	
4.	
5.	

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

CONTRIBUTING FACTORS TO THE WEAKNESSES	DATA SOURCE
1. Lack of differentiated instruction	<u>Spring 2009 GEE/iLEAP Criterion-reference Test School Performance Report, Trend Data, Classroom Observations</u>
2. Lack of literacy strategies	<u>Spring 2009 GEE/iLEAP Criterion-referenced Test School Performance Report, Classroom Observations, QST Classroom Surveys</u>
3. Lack of constructed responses in math	QST Classroom Surveys, Administrator Observations, Spring 2008 GEE/iLEAP Criterion-Referenced Test School Performance Report
4.	
5.	

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

SCHOOL PERFORMANCE SCORE CHART

Baseline SPS (Enter year and enter score)	Growth SPS (Enter year and enter score)	Growth Target (Enter year and enter target)
School Baseline SPS <u>2005</u> : <u>86.8</u>	School Growth SPS <u>2006</u> : <u>88.2</u>	School GT <u>2006</u> : <u>90.4</u>
School Baseline SPS <u>2006</u> : <u>80.3</u>	School Growth SPS <u>2007</u> : <u>76.0</u>	School GT <u>2007</u> : <u>85.1</u>
School Baseline SPS <u>2007</u> : <u>83.7</u>	School Growth SPS <u>Year</u> : <u>Score</u>	School GT <u>2008</u> : <u>88.7</u>

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

STRATEGY PLANNING WORKSHEET – GOAL 1

GOAL 1: Increase Student Achievement in Reading/English Language Arts to 100% proficiency by the end of the 2013-2014 school year

Objective(s):

- 9th Grade - Increase the percentage of students scoring Proficient on the iLEAP in English/language arts from 55 percent in 2009 to 60 percent in 2010.
- 10th Grade – Increase the percentage of student scoring Proficient on the GEE in English/language arts from 66 percent in 2009 to 70 percent in 2010.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – **Meaningful Engaged Learning & Job-Embedded Professional Development**

Bibliographic Notation: Meaningful Engaged Learning

Jones, B., Valdez, G., Norakowski, J., & Rasmussen, C. (1994), *Designing Learning and Technology for Educational Reform*. North Central Regional Educational Laboratory.

ACT Department of Education and Training & Children's Youth, and Family Services Bureau. (1996). *Gateways: Information technology in the learning process* [Online]. Available: <http://production.edna.edu.au/sibling/learnit/>.

Agency for Instructional Technology. (1987). *A survey of the use of technology with students at risk of school failure*. Bloomington, IN: Author. (ERIC Document Reproduction Service No. ED 295 591)

Bibliographic Notation: Job-Embedded Professional Development

Easton, L.B. (2002, March). *How the Tuning Protocol Works*. *Educational Leadership*, 59(6), 28-30.

Guskey, T. (1996, June). *Staff Development and the Process of Teacher Change*. *Educational Researcher*. 15(5)5-12.

Learning First Alliance. (2000) *Every Child Reading: A Professional Developmental Guide*. Washington, D.C.: Author. www.learningfirst.org/readingguide.html

National Education Goals Panel. (2000, Dec.). *Bringing All Students to High Standards*. NEGP Monthly. www.negp.gov/issues/issu/monthly/1200.pdf

Nolan, K. (2000). *Looking at Student Work: Improving Practice by Closing in*. Providence, R.I: Annenberg Institute for School Reform.

Schmoker, M. (1996). *Results: The Key to Continuous School Improvement* Alexandria, VA: ASCD.

...

Sparks, D. *Designing Powerful Professional Development for Teachers and Principals*. JVSDC, 2002.
<http://www.nsd.cora/Hbrary/book/sparksbook.pdf>

Sparks, D. (1999, Spring). *Assessment Without Victims: An Interview with Rick Stiggins*. *Journal of Staff Development*. 20(2), 54-56.
www.nscd.org/library/isd/stiggins203.html

Sparks, D. (1999, Summer). *Try on Strategies to Get a Good Fit: An Interview with Susan Loucks-Horsley*. *Journal Of Staff Development*. 20(3), 56-60.
www.nscd.org/library/isd/louck5-horslev203.html

WestEd. (2000). *Teachers Who Learn, Kids Who Achieve: A Look at Schools with Model Professional Development* San Francisco: Author.
http://Web/WestEd.org/online_pubs/modellPD/welcome.shtml

Brief Summary of Research: Meaningful Engaged Learning

Instruction actively engages the learner, and is generative. Instruction encourages the learner to construct and produce knowledge in meaningful ways. Students teach others interactively and interact generatively with their teacher and peers.

Brief Summary of Research: Job-Embedded Professional Development

Professional development that is conducted during the hours of an educator's work day is described as job-embedded professional development. This concept is derived from fairly recent research which concludes that in order for professional development to be truly effective, it should be integrated into the established teaching schedule. Two studies in particular articulate and validate the importance of embedding training into the school day. *Every Child Reading: A Professional Development Guide* from the Learning First Alliance (2000) and *Teachers Who Learn, Kids Who Achieve: A Look at Schools with Model Professional Development*, a report of WestEd (2000).

Malcolm Knowles, in his book *7776 Adult Learner: A Neglected Species*, makes several assumptions about adults which are all addressed with properly conducted job-embedded professional development. Teachers are problem-centered and learn best, he states, when self-directed. They also use past experiences to understand new information and are willing to learn when it is considered

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?

This strategy addresses the needs of the student population by providing a knowledge-building learning community. Such communities not only develop shared understandings collaboratively, but also create empathetic learning environments that value diversity and multiple perspectives. As reported in Agency for Instructional Technology. (1987). A survey of the use of technology with students at risk of school failure. Bloomington, IN: Author. (ERIC Document Reproduction Service No. ED 295 591) students in large school districts throughout the United States is representative of our school district.

Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students:

Our SWD and black subgroup will be supported by this goal. It will help provide meaningful strategies that will address their individual needs.

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

Our SWD and black subgroup will be supported by this goal. It will help provide meaningful strategies that will address their individual needs.

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

Teachers will adapt lesson plans that illustrate their tactics to individualize instruction. Lesson plans will be checked for strategies and classroom observations during walk-throughs will monitor strategies.

ACTION PLAN – GOAL 1

SAP Indicator	<p>Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i></p>	Funding Sources	Object Code	Cost	<p>Indicator of Implementation (Observable Change)</p>	<p>Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)</p>
	<p>Initial Training: *In August 2009, the administration will inservice the faculty on differentiated instruction using instructional workbooks and materials to enhance whole school student learning.</p>	Title I SW	600	\$7,000.00 (materials and supplies)	<p>Teachers will use the instructional workbooks to enhance whole student learning and teachers will have discussion groups about their differentiated instructional strategies.</p>	<p>The administration will do walk-throughs on a weekly basis to ensure the implementation of differentiated instructional strategies in the classroom and also keep on file the sign-out sheets for books and sign-in sheets for monthly faculty discussion groups.</p>
	<p>Follow-up Implementation: ***During the 2009-2010 school year, the Departmental Heads will develop lesson plans that will include individualized instructional strategies on a weekly basis.</p> <p>Parental Involvement: ** The parent liaison will ensure that the schools' newsletter and website will make reference to meaningful engaged learning and differentiated instructional strategies used in the classroom on a quarterly basis.</p>	Title I SW	600	\$28,229.00 (materials and supplies)	<p>Teachers will include the individualized instructional strategies on a weekly basis.</p>	<p>The administration will ensure that teachers are including individualized instructional strategies in their lesson plans by checking the plans on a weekly basis.</p>
		Title I PI ARRA	600	\$4,984.12 (materials and supplies)	<p>Information printed as well as on the Internet will reflect instructional strategies used in the classroom.</p>	<p>The Parental Involvement coordinator will ensure that the newsletters are mailed to parents on a quarterly basis and made available on the website for the community at large.</p>

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p><u>Collaboration/ Parental Involvement:</u> <u>**Once a month throughout the school year the school’s parental involvement designee will collaborate with administrators, IMT, teachers, guidance, and paraprofessionals to develop the quarterly newsletters. The collaborations will occur during team/departmental planning meetings each month. The newsletters will inform parents about the use of meaningful engaged learning strategies, differentiated instructional strategies, other academic strategies/endeavors, the use of technology integration in the classroom and upcoming events. Parents will receive the newsletters via student / mail delivery, website, parent visitations, and / or parent meetings.</u></p> <p><u>**The school will also host Parent workshops and instructional meetings including open house, town meeting, and PTO monthly meetings. Among the topics the teachers and administration will review student data with parents.</u></p>				<p><u>Communication and cooperation between home and school will improve.</u></p> <p><u>Parents will become involved with their child’s academic pursuits.</u></p> <p><u>Increase in parent participation and student achievement.</u></p>	<p><u>The school’s parental involvement designee will keep the newsletters on file. Parents will complete evaluations about the newsletters via student/mail delivery, parent visitations, and/or parent meetings. Monthly the principal and the parental involvement designee will analyze data from the evaluations to provide feedback to parents, to address concerns, and to plan future newsletters.</u></p> <p><u>The school parental involvement designee will keep records of parental attendance at meetings.</u></p>

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p>PD: From July 2009 to July 2010, <u>administrators and selected teachers will participate in various conferences</u> such as National Council of Teachers of English November 2009, National Social Studies Teachers Conference November 2009, ASCD March 2010, Annual Model Schools Conference June 2010, Louisiana Association of Principals (TBA), National Association of Secondary School Principals March 2010, Annual AP Conference July 2009, and others that <u>focus on differentiated instruction, higher order thinking skills in ELA, including Marzano strategies and Bloom’s Taxonomy.</u></p> <p>Follow-up: <u>Within two weeks of attending the conferences, attendees will facilitate collaborative discussions about the varied instructional strategies, resources, etc. that were discussed at the conferences. The discussion will take place during team planning periods and administrators, librarian, literacy coach, paraprofessionals, and teachers will participate.</u></p>	<p>Title I SW</p> <p>Title I 1003a</p> <p>Title I 1003g</p>	<p>500</p> <p>500 100 200</p> <p>500 100 200</p>	<p>11,000.00</p> <p>6,000.00 225.00 8.21</p> <p>6,000.00 225.00 8.21</p> <p>(conference expenses, subs and benefits)</p>	<p>Strategies observed and obtained will be redelivered at monthly professional development meetings and implemented in classrooms on a daily basis.</p>	<p>The assistant principal and IMT will collect redelivery agendas, and copies of PPT presentations, handouts, and sign-in sheets from professional development meetings and conduct weekly walk-throughs to ensure demonstration in the classroom.</p>

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	Parental Involvement: ** Each six weeks, teachers will keep a parent contact/communication log. In addition, the student grade book is made available online to parents; the parent will be able to view in “real time” their child’s grade.	Title I PI	600	\$3,164.49 (materials and supplies)	As a result of parents being able to view their child’s grades online, communication will increase between parents, teachers, and students, as well as student achievement.	Parent communication log sheets will be collected every six weeks by the assistant principal. The assistant principal will collect copies of log sheets from the remainder of the teachers. The IMT will use benchmark assessments as well as course assessments to monitor student achievement on a monthly and end-of-unit basis.
	Parental Involvement: ** The schools’ newsletter and website will make reference to meaningful engaged learning and differentiated instructional strategies used in the classroom.	Title I PI ARRA	600	\$4,984.12 (materials and supplies) <u>(Duplicate Amount)</u>	Information printed as well as on the school website will reflect instructional strategies used in the classroom.	The Parental Involvement coordinator will ensure that the newsletters are mailed to parents on a quarterly basis and made available on the website for the community at large.

* Indicates Professional Development Learning
 ** Indicates Family Involvement Activities
 *** Indicates Curriculum Activities (if applicable)

Indicates Safe and Drug-Free Activities (if applicable)
 ## Indicates Discipline Support Activities (if applicable)
 ### Indicates PK –12 Literacy Activities (if applicable)

STRATEGY PLANNING WORKSHEET – GOAL 2

GOAL 2: Increase Student Achievement in Mathematics to 100% proficiency by the end of the 2013-2014 school year

Objective(s):

- 9th Grade - Increase the percentage of students scoring Proficient on the iLEAP in mathematics from 47 percent in 2009 to 55 percent in 2010.
- 10th Grade – Increase the percentage of student scoring Proficient on the GEE in mathematics arts from 67 percent in 2009 to 70 percent in 2010.

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

Bibliographic Notation: Meaning Engaged Learning

Jones, B., Valdez, G., Norakowski, J., & Rasmussen, C. (1994), *Designing Learning and Technology for Educational Reform*. North Central Regional Educational Laboratory.

ACT Department of Education and Training & Children's Youth, and Family Services Bureau. (1996). *Gateways: Information technology in the learning process* [Online]. Available: <http://production.edna.edu.au/sibling/learnit/>.

Agency for Instructional Technology. (1987). *A survey of the use of technology with students at risk of school failure*. Bloomington, IN: Author. (ERIC Document Reproduction Service No. ED 295 591)

Bibliographic Notation: Job-Embedded Professional Development

Easton, L.B. (2002, March). *How the Tuning Protocol Works*. *Educational Leadership*, 59(6), 28-30.

Guskey, T. (1996, June). *Staff Development and the Process of Teacher Change*. *Educational Researcher*. 15(5)5-12.

Learning First Alliance. (2000) *Every Child Reading: A Professional Developmental Guide*. Washington, D.C.: Author. www.learningfirst.org/readingguide.html

National Education Goals Panel. (2000, Dec.). *Bringing All Students to High Standards*. NEGP Monthly. www.negp.gov/issues/issu/monthly/1200.pdf

Nolan, K. (2000). *Looking at Student Work: Improving Practice by Closing in*. Providence, R.I: Annenberg Institute for School Reform.

Schmoker, M. (1996). *Results: The Key to Continuous School Improvement* Alexandria, VA: ASCD.

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Sparks, D. *Designing Powerful Professional Development for Teachers and Principals*. JVSDC, 2002.
<http://www.nsd.org/Hbrary/book/sparksbook.pdf>

Sparks, D. (1999, Spring). *Assessment Without Victims: An Interview with Rick Stiggins*. *Journal of Staff Development*. 20(2), 54-56.
www.nscd.org/library/isd/stiggins203.html

Sparks, D. (1999, Summer). *Try on Strategies to Get a Good Fit: An Interview with Susan Loucks-Horsley*. *Journal Of Staff Development*. 20(3), 56-60.
www.nscd.org/library/isd/louck5-horslev203.html

WestEd. (2000). *Teachers Who Learn, Kids Who Achieve: A Look at Schools with Model Professional Development* San Francisco: Author.
http://Web/WestEd.org/online_pubs/modellPD/welcome.shtml

Brief Summary of Research: Meaningful Engaged Learning

Instruction actively engages the learner, and is generative. Instruction encourages the learner to construct and produce knowledge in meaningful ways. Students teach others interactively and interact generatively with their teacher and peers.

Brief Summary of Research: Job-Embedded Professional Development

Professional development that is conducted during the hours of an educator's work day is described as job-embedded professional development. This concept is derived from fairly recent research which concludes that in order for professional development to be truly effective, it should be integrated into the established teaching schedule. Two studies in particular articulate and validate the importance of embedding training into the school day. *Every Child Reading: A Professional Development Guide* from the Learning First Alliance (2000) and *Teachers Who Learn, Kids Who Achieve: A Look at Schools with Model Professional Development*, a report of WestEd (2000).

Malcolm Knowles, in his book *7776 Adult Learner: A Neglected Species*, makes several assumptions about adults which are all addressed with properly conducted job-embedded professional development. Teachers are problem-centered and learn best, he states, when self-directed. They also use past experiences to understand new information and are willing to learn when it is considered

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?

This strategy addresses the needs of the student population by providing a knowledge-building learning community. Such communities not only develop shared understandings collaboratively, but also create empathetic learning environments that value diversity and multiple perspectives. As reported in Agency for Instructional Technology. (1987). *A survey of the use of technology with students at risk of school failure*. Bloomington, IN: Author. (ERIC Document Reproduction Service No. ED 295 591) students in large school districts throughout the United States is representative of our school district.

Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students:

Our SWD and black subgroup will be supported by this goal. It will help provide meaningful strategies that will address their individual needs.

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

Our SWD and black subgroup will be supported by this goal. It will help provide meaningful strategies that will address their individual needs.

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

Teachers will adapt lesson plans that illustrate their tactics to individualize instruction. Lesson plans will be checked for strategies and classroom observations during walk-throughs will monitor strategies.

ACTION PLAN – GOAL 2

SAP Indicator	<p align="center">Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i></p>	Funding Sources	Object Code	Cost	<p align="center">Indicator of Implementation (Observable Change)</p>	<p align="center">Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)</p>
	<p>Initial Training: *In August 2009, the administration will inservice the faculty on differentiated instruction using instructional workbooks and materials to enhance whole school student learning.</p>	Title I SW	600	\$7,000.00 (dup amount)	<p>Teachers will use the instructional workbooks to enhance whole student learning and teachers will have discussion groups about their differentiated instructional strategies.</p>	<p>The administration will do walk-throughs on a weekly basis to ensure the implementation of differentiated instructional strategies in the classroom and also keep on file the sign-out sheets for books and sign-in sheets for monthly faculty discussion groups.</p>
	<p>Initial Training: In October 2009, a math consultant will provide 16 hours of training to the math teachers on instructional strategies to increase student achievement on the iLEAP and GEE tests.</p>	Title I 1003a	300 100 200	4,000.00 720.00 128.53 (consultant, stipends, & benefits)	<p>Math strategies will be included in lesson plans and activities.</p>	<p>The administration will conduct weekly walk throughs with timely feedback to ensure that teachers are utilizing meaningful engaged math learning strategies in the classroom.</p>
	<p>Follow-up Implementation: ***During the 2009-2010 school year, the Departmental Heads will develop lesson plans that will include individualized instructional strategies on a weekly basis.</p> <p>Parental Involvement: ** The parent liaison will ensure that the schools' newsletter and website will make reference to meaningful engaged learning and differentiated instructional strategies used in the classroom on a quarterly basis.</p>	Title I SW	600	28,229.00 (dup amount)	<p>Teachers will include the individualized instructional strategies on a weekly basis.</p> <p>Information printed as well as on the school website will reflect instructional strategies used in the classroom.</p>	<p>The administration will ensure that teachers are including individualized instructional strategies in their lesson plans by checking the plans on a weekly basis.</p> <p>The Parental Involvement coordinator will ensure that the newsletters are mailed to parents on a quarterly basis and made available on the website for the community at large.</p>

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	Implementation: Selected teachers will implement a tutorial and mentoring program after school on a <u>bi-weekly</u> basis. The program will for two hours a day for eighty days with emphasis on math test taking skills and strategies.	Title I SW	100 200 600	\$12,000.00 2,142.00 2,000.00 (dup amounts)	Students will show improvement in their progress reports, semester grades, iLEAP, GEE, and in math.	<u>The administration will collect the sign-in logs, from the tutorial program and teacher evaluation surveys on a bi-weekly basis. The administration will also monitor student progress and report cards, and iLEAP and GEE performance reports on a quarterly basis to ensure that students are making progress.</u>
	Collaboration: *** IMT and faculty members will meet in <u>weekly</u> grade level and subject level meetings to develop lesson plans incorporating meaningful engaged learning activities in all core subject areas and electives, implementing constructed responses and writing prompts to aid students in higher order thinking skills.	Title I SW	400	8,000.00 (dup amount)	Teachers will implement constructed writing assignments into their lesson plans. Teachers will use rubrics to assess students' writing assignments.	<u>The administration will ensure that teachers are including constructed writing assignments in their lesson plans by checking the plans on a weekly basis.</u>

SAP Indicator	<p align="center">Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i></p>	Funding Sources	Object Code	Cost	<p align="center">Indicator of Implementation (Observable Change)</p>	<p align="center">Procedures for Evaluating Indicators of Implementation</p> (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
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	Initial Training: * During two professional development meetings, the technology coordinator and other faculty members will conduct technology implementation trainings to aid teachers in integrating technology into their lessons in order to promote more differentiated instruction and higher order thinking activities.	Title I SW Title I 1003a	600 600	7,580.00 (dup amount) 23,089.02 (dup amount)	As a result of teachers incorporating technology, student will become proficient in the use of technology.	The administration will conduct weekly walk-throughs with timely feedback to ensure that teachers are incorporating technology utilizing meaningful engaged learning strategies in the classroom.

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
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	Parental Involvement: ** The schools’ newsletter and website will make reference to meaningful engaged learning and differentiated instructional strategies used in the classroom.	Title I PI ARRA	600	\$4,984.12 (dup amount)	Information printed as well as on the school website will reflect instructional strategies used in the classroom.	The Parental Involvement coordinator will ensure that the newsletters are mailed to parents on a quarterly basis and made available on the website for the community at large.

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 *** Indicates Curriculum Activities (if applicable)

Indicates Safe and Drug-Free Activities (if applicable)
 ## Indicates Discipline Support Activities (if applicable)
 ### Indicates PK –12 Literacy Activities (if applicable)

TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS

Funding Sources	Title I SW	PI	PI ARRA	SI 1003a	SI 1003g						Total
100 Salaries	12,000.00	0	0	1,170.00	66,225.00						79,395.00
200 Benefits	2,142.00	0	0	144.95	17,789.21						20,076.16
300 Purchased Professional Services	0	0	0	4,000.00	0						4,000.00
400 Purchased Property	8,000.00	0	0	0	0						8,000.00

500 Other Purchased Services	11,000.00	0	0	12,000.00	6,000.00						29,000.00
600 Materials & Supplies	47,809.00	3,164.49	4,984.12	23,089.02	3,274.82						82,321.45
Indirect Costs (if applicable)	0	0	0	4,470.42	10,321.78						14,792.20
700 Property	0	0	0	0	0						0
800 Other Objects	0	0	0	0	0						0
900 Other Uses of Funds	0	0	0	0	0						0
Total	80,951.00	3,164.49	4,984.12	44,874.38	103,610.81						237,584.80

*Funding Sources: Title I, Part A (Improving Basic Programs, NCLB School Improvement Funds), Part B (Reading First, Early Reading First, Even Start), Part C (Migrant), Part D (N or D), Part F (CSRP); Title II, Part A (Professional Development), Part D (Technology); Title III – English Language Proficient; Title V – Parental Choice and Innovative Programs; Title VII, Part A (Indian Education), Part B (Native Hawaiian Education, Part C (Alaska Native Education); Learn and Serve America; Stewart B. McKinney Homeless Assistance Act; State Funding; 8(g); LaSIP; IDEA; K-3 Initiatives; MSL; Education Excellence Fund; State School Improvement Funds; miscellaneous funding sources; foundations/grants, etc.

FEDERAL FUNDING

Title I, Part A, Expenditures (Improving Basic Programs, NCLB School Improvement Funds)	
Projected Expenditures	
SIP Expenditures*	\$222,792.60
Non SIP Expenditures (list)	
Indirect Costs	14,792.20

Title I, Part B, Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	

Total Title I, Part A, Expenditures	\$237,584.80

Total Title I, Part B, Expenditures	

Title I, Part D, Expenditures (Neglected or Delinquent)	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title I, Part D, Expenditures	

Title I, Part F, Expenditures (CSRP)	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title I, Part F, Expenditures	

Other Title I Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	

Title II Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	

Total Other Title I Expenditures	
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Total Title II Expenditures	
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Title IV Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title IV Expenditures	

Title V Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title V Expenditures	

K-3 Initiative Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total K-3 Initiative Expenditures	

Other Funds	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (indicate source and expense)	
Total Other Funds, Expenditures	