

The background features a large, light gray watermark of the Louisiana 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 "UNION JUSTITIAEM CONFIDENCIA" in the center. A central figure, likely a personification of Justice or Education, is depicted within the seal.

School Improvement Plan
Jennings Elementary School
2011-12

Submission Date: *September 15, 2011*

Jennings Elementary School
Grades 3-6
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Jennings, LA 70546
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SCHOOL IMPROVEMENT PLAN CROSSWALK

Table of Contents for SIP

[Schoolwide Components NCLB Section 1114 (b)(1)(A-J)]

[School Improvement Plan NCLB Section 1116(b)(3)(A)(i-x)]

Each school operating a schoolwide program must include all ten components in their plan. All schoolwide schools in improvement status must include the ten requirements for schools in improvement.

Ten Components of a Schoolwide Program	"Tools" Pages	Ten Requirements of a School Improvement Plan	Your SIP Pages
1. A comprehensive needs assessment of the entire school based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.	23-25	1. An effective needs assessment	11-12
2. Schoolwide Reform Strategies	32-39	2. A <i>strategy</i> for school improvement is a method for achieving the identified objectives. (e.g., using graphic organizers, visual imagery, and summarization). Scientifically Based Research (ESEA; Title IX, Part A) is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.	13
3. Instruction by Highly Qualified Teachers	Rubric, Pages 74-85	3. Provide an assurance that the instruction will be provided by highly qualified teachers. In addition, job-embedded professional development will be directed to address the needs of teachers and other staff members in the school to ensure academic achievement problems are identified for improvement.	16

<p>4. High quality and ongoing professional development for –</p> <ul style="list-style-type: none"> ➤ Teachers ➤ Principals ➤ Paraprofessionals 	<p>45-49</p>	<p>4. Effective Professional Development incorporates the following:</p> <ul style="list-style-type: none"> • Focuses on the knowledge, skills, and attitudes required of teachers, administrators, and other school employees so all students can learn and perform at high levels • Creates a learning community in which substantive professional development is linked primarily to content knowledge and instructional strategies • Provides opportunities for job-embedded professional development • Provides plans for follow-up and support to ensure teacher/student learning • Focuses on student needs • Prepares educators to demonstrate high expectations for all student learning 	<p>16</p>
<p>5. Strategies to attract high-quality highly qualified teachers to high-need schools</p>	<p>Page 8 of SIP</p>	<p>5. Provide a <i>District plan</i> or policy Teacher Quality Strategies (plan for attracting high quality teachers) Identify revision date on School Policy chart, page 15 of SIP.</p>	<p>7</p>
<p>6. Strategies to increase parent involvement <i>(Such as family literacy services)</i></p>	<p>50-55</p>	<p>6. Effective family involvement:</p> <ul style="list-style-type: none"> • 	<p>18</p>
<p>7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs. <i>(Such as Head Start, Even Start, Early Reading First, or a State-run preschool program)</i></p>	<p>http://www.ed.gov/policy/elsec/guid/preschoolguidance.pdf</p>	<p>7. Serving Preschool Children Under Title I Non-Regulatory Guidance: Section B-11.</p> <ul style="list-style-type: none"> • Professional development • Teacher classroom visits • Children portfolios 	<p>N/A</p>

<p>8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.</p>	<p>Curriculum Section, pages 56-69</p> <p>Rubric, pages 74-85</p>	<p>8. What processes are in place for administrator(s) to identify teachers' professional development needs related to content, instructional strategies, and classroom assessment?</p> <p>The SIP must present the actual people who will see the activities have taken place, not only the trainer, model provider, or a group of people, but those who will be responsible for setting them up and ensuring they are completed.</p>	<p>11-12</p>
<p>9. Activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards are provided effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.</p>	<p>56-69</p>	<p>9. The Administration monitors the Taught Curriculum</p> <p>Teacher teams, with the SIT and School Support Team improves the Taught Curriculum</p>	<p>16-18</p>
<p>10. Coordination and integration of Federal, State, and local services and programs</p>	<p>70-72</p>	<p>10. Effective coordination of resources</p>	<p>16-18</p>

This plan includes all ten components of a school-wide plan and will be deemed acceptable using the state rubric.

Principal Signature: _____

Date: _____

Louisiana Critical Goals

Critical Goal (CG)	Your SIP Page Number
CG1. Students enter Kindergarten ready to learn. Measure: Percentage of Kindergarteners Meeting Benchmark on DIBELS Screening	
CG2. Students are literate by the third grade. Measure: Percentage of Third Graders Earning Basic and Above on iLEAP English Language Arts Assessment	13
CG3. Students will enter fourth grade on time. Measure: Percentage of Students Earning Consecutive Promotion from Kindergarten through Fourth Grade	13
CG4. Students perform at or above grade level in English Language Arts by eighth grade. Measure: Percentage of Eighth Graders at Basic and Above on LEAP English Language Arts Assessment	
CG5. Students perform at or above grade level in math by eighth grade. Measure: Percentage of Eighth Graders at Basic and Above on LEAP Mathematics Assessment	
CG6. Students will graduate on time. Measure: Cohort Graduation Rate (Percentage of Students Graduating in Four Years)	
CG7. Students will enroll in post – secondary education or graduate workforce – ready. Measure: Percentage of First Time Freshmen (High School Graduates Enrolling in Post – Secondary Institutions)	
CG8. Students will successfully complete at least one year of post – secondary education. Measure: The percentage of first time freshman achieving sophomore status within two years of entering post – secondary education	
CG9. Achieve all eight Critical Goals, regardless of race or class. Measure: Subgroup performance of each of the Goals will be assessed to monitor progress on this goal.	

DATA PORTFOLIO

The following items make up the *Data Portfolio* and are 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)
- Copy of the Data Triangulation Form
- Comprehensive Needs Assessment: Final Report
- 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 (iLEAP, LEAP/GEE, ACT, PSAT, etc.)

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
INTECH	<input checked="" type="checkbox"/>	<u>6</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH 2 Science	<input checked="" type="checkbox"/>	<u>5</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH Social Studies	<input checked="" type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>
LaSIP	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
LEAD TECH	<input checked="" type="checkbox"/>	<u>10</u>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-School Program (s)	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
List the Distance Learning (i.e., web-based, satellite) courses provided for your students:				
<ul style="list-style-type: none"> • 				

SCHOOL POLICIES AND PARTNERSHIPS

Policy	Policy #/Bulletin #	Date revised	Copy on file at school?	
Crisis Management (emergency/evacuation plan)	§ 339/741	8-9-11	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	8-9-11	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	8-9-11	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Security Procedures (metal detectors, etc.)	§ 339/741	8-9-11	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	8-9-11	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Student Code of Conduct	§ 1115/741	8-9-11	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Teacher Quality Strategies (plan for attracting high quality teachers)	§ 1114/Title I	8-9-11	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Transition Plan for Pre-School Children (if applicable)	§ 1114/Title I	8-9-11	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

School Partnerships (Type the name of each partner in the space provided)	
University	
Technical Institute	
Feeder School(s)	Ward Elementary
Community	NAUW
Business/Industry	Capital One & Jeff Davis Bank
Private Grants	
Other	Arts and Humanities

Data Triangulation – Strength #1

Strengths	Contributing Factors	Instrument	Data Type	Findings

Supporting Source #1	Domain: School climate Sub domain: 120	Parent Survey	Attitudinal	I am familiar with the discipline rules at my child's school.
Supporting Source # 2	Domain: School climate Sub domain: 120	Student survey	Attitudinal	I have been taught the expectations or rules about how to behave at my school.
Supporting Source # 3	Domain: School climate Sub domain: 120	Faculty Needs Assessment	Attitudinal	SWPBS procedures are in place to promote positive behavior
Supporting Source # 4	Domain: School climate Sub domain: 120	Contextual Checklist	Behavioral	Students comply with directions of duty personnel.

Data Triangulation – Strength #2

Strengths	Contributing Factors	Instrument	Data Type	Findings
Supporting Source #1	Domain: Curriculum and Assessment Sub domain: 530	Parent Survey	Attitudinal	My child is assessed through tests, quizzes, projects, portfolios to show his/her knowledge.
Supporting Source # 2	Domain: Curriculum and Assessment Sub domain: 530	Instructional Staff Survey	Attitudinal	I have changed by classroom instructional practices based upon student's academic needs.
Supporting Source # 3	Domain: Curriculum and Assessment Sub domain: 530	Observation checklist	Behavioral	Teachers are consistently monitoring on going performance of students.

Data Triangulation – Strength #3

Strengths	Contributing Factors	Instrument	Data Type	Findings
Supporting Source #1	Domain: School culture Sub domain: 210	Parent Survey	Attitudinal	Teachers have high expectations for themselves and the students at my child’s school.
Supporting Source # 2	Domain: School culture Sub domain: 210	Student survey	Attitudinal	My teachers expect everyone to succeed.
Supporting Source # 3	Domain: School culture Sub domain: 210	Faculty Needs Assessment Classroom Observation	Attitudinal/Behavioral	Teachers encourage student participation.

Data Triangulation – Weakness #1

Weakness	Contributing Factors	Instrument	Data Type	Findings
Supporting Source #1	Domain: School climate Sub domain: 120	Administrator Survey	Attitudinal	Within the last 6 months, student fights in our school have occurred frequently
Supporting Source # 2	Domain: School climate Sub domain: 120	Student Survey	Attitudinal	Behavior problems do interfere with learning in my classes.
Supporting Source # 3	Domain: School climate Sub domain: 120	Contextual Observation	Contextual	Intercom announcements by administrative staff occur during the day.
Supporting Source # 4	Domain: School climate Sub domain: 120	SIS Data	Archival	Suspensions have risen during the last school year.

Data Triangulation – Weakness #2

Weakness	Contributing Factors	Instrument	Data Type	Findings
Supporting Source #1	Domain: Curriculum and Instruction Sub domain: 510	Classroom Observation	Behavioral	Very little Sustained writing composition
Supporting Source # 2	Domain: Curriculum and Instruction Sub domain: 510	Classroom Observation	Behavioral	Teachers are not accommodating individual differences
Supporting Source # 3	Domain: Curriculum and Instruction Sub domain: 510	Classroom Observation	Behavioral	Very rarely observed- stimulates and encourages higher order thinking at appropriate developmental levels.
Supporting Source # 4	Domain: Curriculum and Instruction Sub domain: 510	Classroom Observation	Behavioral	No systematic individual instruction

Data Triangulation – Weakness #3

Weakness	Contributing Factors	Instrument	Data Type	Findings
Supporting Source #1	Domain: Family and Community Relationship Sub domain: 330	Parent survey	Attitudinal	Parents disagree with the statement – my child’s school provides after school, weekend or summer school tutoring programs for students who need them.
Supporting Source # 2	Domain: Family and Community Relationship Sub domain: 330	Student survey	Attitudinal	Students disagree with statement- my parents know what is going on in the school.
Supporting Source # 3				
Supporting Source # 4				

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

For Title I Schools: ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SIP.

Part Ia: Rank-order the identified areas of strength (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources:

STRENGTHS	DATA SOURCE
1. ELA for whole school	LEAP; iLEAP
2. SWD has shown strength for 3 out of 5 years (Math/ELA)	LEAP; iLEAP
3. Science across all grades for five years	LEAP;iLEAP
4.	
5.	

Part IIa. List the contributing factors from the cognitive, attitudinal/perceptual, behavioral, and archival data of the previously identified strengths:

CONTRIBUTING FACTORS TO THE STRENGTHS	DATA SOURCE
1. SWPBS provides clear school wide expectations for all stakeholders.	Parent, student surveys, Faculty Needs Assessment, Contextual checklist
2. Expectations are high to promote maximum student success.	Parent, student surveys, Faculty Needs Assessment
3. A variety of assessments (formative, summative) are employed to guide instructional decisions.	Parent, instructional staff surveys, Observation checklist

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

Part Ib: Rank-order the identified areas of weakness (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources:

WEAKNESSES	DATA SOURCE
1. Math is lower than other subjects in all grade levels	LEAP;iLEAP
2. SWD is the lowest subgroup	LEAP;iLEAP
3. Fourth grade (currently fifth graders)	LEAP
4.	
5.	

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

CONTRIBUTING FACTORS TO THE WEAKNESSES	DATA SOURCE
1. A significant amount of disruptions causes interference with student learning.	Administrator, student, instructional staff surveys, SIS Data
2. Lack of differentiated instruction in the classroom.	Classroom observations and walk-throughs
3. A need for more ways to keep parents “involved” in their child’s success.	Parent, student surveys

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

Action Plan - Activities indicated should address all subgroups

GOAL 1	By 2013-14, all students will reach high standards, attaining Proficiency or better in all subjects.	
Louisiana Critical Goal (CG): <input type="checkbox"/> CG1 <input checked="" type="checkbox"/> CG2 <input checked="" type="checkbox"/> CG3 <input type="checkbox"/> CG4 <input type="checkbox"/> CG5 <input type="checkbox"/> CG6 <input type="checkbox"/> CG7 <input type="checkbox"/> CG8 <input type="checkbox"/> CG9		
Research-Based Strategy 1: <input checked="" type="checkbox"/> RTI <input type="checkbox"/> JEPD <input type="checkbox"/> DDD <input type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL		
Provide an explanation for not selecting one of the three recommended strategies:		
Indicator of Implementation	Procedures for Evaluating Indicators of Implementation	
<p>1.1 Core Instruction- Tier 1 (Needs Improvement) Teachers provide instruction that is based and aligned to state content standards and based on student needs.</p>	<ul style="list-style-type: none"> Intervention schedules will be reviewed in addition to observations and walk throughs conducted by the principal/asst principal and Rti coach; monthly info from walk throughs will help in planning of lessons and PD for staff/teachers 	
<p>1.2 Universal Screening (Satisfactory) Screening of all students occur at least three times per year(Fall winter, and spring) to benchmark all students and to identify those students at risk in ELA, math and behavior difficulties who may be in need of additional support or assessment.</p>	<ul style="list-style-type: none"> Administrators will ensure that Dibels Next will be used for literacy and the CAI Lab will be used for math (skills not mastered) Parish common assessments (administered three times a year)in ELA and Math at grade level 3 and 4; In grades 5 and 6, assessments will be given in all subjects. JPAMS Referrals/Dews Report for behavior 	
<p>1.3 Progress Monitoring Students performance data, behavioral data is collected at a minimum, every two weeks (tier 3), and monthly (tier 2) and charted with goals to report student's progress and responsiveness to interventions.</p>	<ul style="list-style-type: none"> RTI coach, interventionist and teachers will track the progress of students for academic concerns Counselor and school psychologist will track the referrals every two weeks to determine the appropriate behavior interventions Administrators will ensure these tasks 	

<p>1.4 Interventions (Satisfactory) Strategic: Groups of six to eight students are provided with strategic, researched based intervention support matched to their needs. In ELA, students are at the strategic level will utilize Read Naturally, daily. They will be supplied thirty additional minutes in addition to the core instructions. Additionally, all students will participate daily for thirty minutes in the ELA workshop time. This time will be used to work with students, in a group setting, on specific skills. The teacher will also work with a group of students during this time. In math, students will spend thirty additional minutes, in the success lab to reinforce math/facts skills, working towards a specific goal as developed in the grade level meetings. In sixth grade, students will work on fluency and comprehension skills, daily, during the morning prior to first hour. Math interventions, for sixth graders, will be done during the P.E. using Accelerated Math. Intensive: Groups of up to four students are provided with intensive, research based intervention support (Phonics Boost/Blitz), matched to their needs, in addition to core instruction. In math, students will be tutored during their PE class times (twice a week) by a certified teacher. In the event of additional time, students will be pulled from PE(Enrichment at the sixth grade level) for the reinforcement of academic skills.</p>	<ul style="list-style-type: none"> • RTI Coach will be responsible for supervising the development of plans, placement of students and the implementation of intervention schedules. • Title 1- Remediation Program; Students will be picked according to their needs (Math) for the program. The assistant Principal will keep logs and documentation of students participating in the program and meet with teachers to address any revisions needed.
<p>1.5 A. RTI Leadership (Satisfactory) Leadership team will review academic and behavioral data obtained through various forms of data, progress monitoring, and other assessments to determine effectiveness of interventions provided for all students. B. RTI External Collaboration (Parents/Communities) A variety of school wide structures (literacy, math nights, newsletters, academic reports, instructional materials) exist, are recommended by the RTI leadership team for implementation, and or supported by school personnel in order to engage parents in providing targeted support for learning. An agenda will be developed to document or show proof of familiarizing the parents with the RTi process.</p>	<p>1.5</p> <ul style="list-style-type: none"> • The leadership team will meet monthly to review the overall progress of the school 's progress in the implementation of its RTI plan. Additionally, the SBIT team will meet weekly to review data to review referrals and determine the appropriate strategies/interventions for students. • The Principal and RTI coach will document meetings and ensure progress.

1.6 Professional Learning Communities (Satisfactory)

All stakeholders will engage in job embedded professional learning led by the RTI leadership team on a weekly/ monthly basis to improve best practices supported by data from student learning within grade/department level teams.

As requested by the staff in a survey, the staff will engage in a book study by Annette Breaux and Todd Whitaker on **50 Ways to Improve Student Behavior**.

- Principal , Rti Coach, and staff will meet weekly (teams) as well as monthly (administrators) (grade levels) to discuss student progress and needed interventions.
- Documentation will be provided for all meetings (sign ins and minutes)
- Quarterly meeting evaluations will be conducted to evaluate the next step

OBJECTIVES		DESIRED OUTCOMES
1.1	1. To increase math whole-school index score from 93.2 to 102.2 by May 2012.	Improvement in Number and Number Relations Constructive Responses
1.2	To increase ELA whole school index scores from 102.6 to 108.4 by May 2012.	Improvement in Writing Competently Read, Comprehend and Respond
1.3	To increase 5 th grade whole school all subject index scores 91.8 to 101.2. ELA 92.7 to 101.8 Math 94.2 to 102.8 Science 90.8 to 100 Social Studies 89.7 to 99.8	Improvement in (Areas below state average) Reading, Number and Number Relations, SI, Geography and History
1.4	To increase the number of students who benchmark by 5pts by May 2012. 3 rd Grade 42 to 47% 4 th Grade 41 to 46% 5 th Grade 48 to 54% 6 th Grade 46 to 51%	Improvement in Fluency, Decoding and Comprehension
1.5	To increase SWD % proficient in Math (whole school) from 49.2 to 54.2 by May 2012.	Reading Comprehension Number & Number Relations

Activity (1500 Characters)	Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
Professional Development Activities <ul style="list-style-type: none"> School administrators and RTI Coach attended the state RTI Conference and 2011 Best Practices (data, DI) Conference in New Orleans to become familiar with current instructional strategies that will assist administration and staff in analyzing students performance based upon the Rti model throughout the year. (Intial) All staff member will receive initial update trainings in Read Naturally, Dibels Next, Workshop, PBIS, and SRA. (Follow-up) Throughout the year, additional training will be provided at the district PLC level and pre-principal meetings on the RTI process implementation. In turn, this information will be presented at the school level weekly and monthly meetings. (Job embedded) All certified staff members will attend Annette Breaux's workshop on classroom management. (follow up) 	Administration RTI Coach Principal Asst Principal Interventionist RTI Coach Administration Certified Staff	August 2011 August District PLC Schedule Sept 6, 2012	May 2012 August June 2012 Sept 6, 2012	\$1600 \$3500.00	Title 1 General Fund Title 1

<p>Implementation</p> <ul style="list-style-type: none"> Throughout the school year, faculty and staff members will be assigned to team clusters (PIC)c that will meet weekly (grade clusters – monthly) to plan, discuss and analyze student academic (Dibels next, grades, sample writings, common assessments, interventions, workshop, lab reports, etc)and behavioral progress (referrals, attendance). ALL SUBJECTS Initial screening and progress monitoring will be administered by administrators, teachers and interventionist to all students, in all grade levels, in order to collect student performance data to identify at risk students, (academically or behaviorally) and determine their placements in the appropriate tiers on a daily basis. ALL SUBJECTS Formal observations and walk-throughs will be utilized to determine if strategies and Rti plans (workshop, interventions and class failure plans) are being implemented at all levels. ALL SUBJECTS Teachers will utilize writing/grammar strategies using Shurley and ELA supplemental materials. Additionally, all ELA teachers will be required to have at least two writing samples per grading periods. Other content areas (Math- constructed response) will be required to have a least one writing sample per grading period. At mid-term, the students will participate in a school wide writing activity. Writing samples will graded according to the writing rubric developed according to state template. ALL SUBJECTS Daily math interventions (CAI Lab/ FastMath/ Accelerated Math) will be used to assist students with Math facts. Teachers and staff will incorporate school wide positive behavior intervention support guidelines and activities as prescribed in PBIS to increase instructional time. On a monthly basis, the staff will meet to discuss discipline/behavior concerns. A highly qualified teacher will reduce class size in Grade 3 to introduce and reinforce instructional concepts (CSR teacher). 	<p>Administration RTI Coach Teachers Paraprofessionals</p> <p>Administration RTI Coach Teachers Paraprofessionals Interventionist</p> <p>Administration Rti Coach</p> <p>Rti Coach Administration Teachers/Staff</p> <p>Lab Mgr Teachers</p> <p>Asst Principal Counselor Teachers</p> <p>Adm; Central Office</p>	<p>Aug 2011</p> <p>Fall, winter& Spring</p> <p>Bi- Monthly (discipline)</p> <p>Daily</p> <p>August 2011 Six Weeks Daily</p> <p>August 2011 Daily</p> <p>August 2011 Monthly</p> <p>Aug 2011</p>	<p>May 2012</p> <p>May 2012</p> <p>May 2012</p> <p>August 2012</p> <p>May 2012</p> <p>May 2012</p> <p>May 2012</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p>\$53,000</p>	<p>General Fund Title 1</p> <p></p> <p></p> <p></p> <p></p> <p></p> <p>Title II</p>
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<p>Family/Community Involvement</p> <ul style="list-style-type: none"> In order to assist families, the school will promote initiatives that encourage school- home collaborative experiences through handbooks, newsletters, progress reports, report cards, school messenger, parent command center, weekly class communication, and the website. Family Literacy/Math night will be held during the school year to assist parents/families in motivating students and provide techniques to help with family and reading at home. Additionally, a back to school night in August will be held to in-service parents on school procedures, programs (Title1) and initiatives (RTI). An Open House will be held to acquaint the family with their child's progress and the effective ways to support learning at home. Quarterly Coffee sessions will be scheduled to update parents regarding school information. 	<p>Administration Staff/Teachers Clerical</p> <p>Administration Rti Coach Teachers</p> <p>Staff</p> <p>Administration RTI Coach</p>	<p>Daily Monthly</p> <p>Fall Spring</p> <p>August</p>	<p>May 2012</p> <p>May 2012</p> <p>August 2011 Sept 2011</p>	<p>\$872.00</p>	
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Summative Evaluation LEAP/iLEAP scores will be reviewed in spring 2012 to determine academic achievement

Implementation Issues	SIT meeting date	Resolution(s) or update	Date Resolved

FCI-Indicates Family Community Involvement Activities
STEM-Indicates Science, Technology, Engineering, and Mathematics Activities

C-Indicates Curriculum Activities
CCR-Indicates College and Career Readiness Activities

PD-Indicates Professional Development
L-Indicates Literacy Activities

D – Indicates Discipline Support Activities

