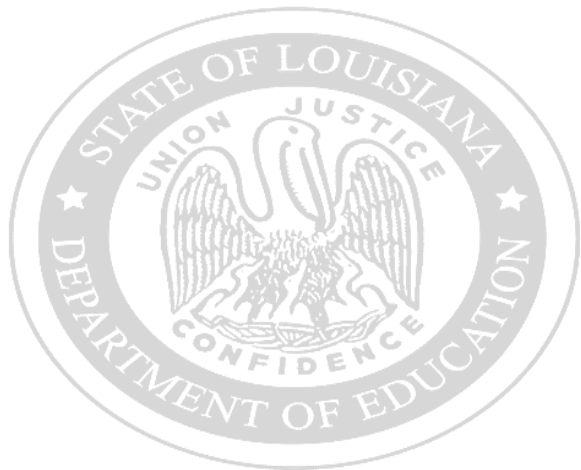


Northwestern Elementary School



Principal: Martha Davis
4200 Rollins Road
Zachary, LA 70791
office: 225-654-2786
fax: 225-654-6613

2016-2017
School Improvement Plan/ Schoolwide Plan

School Profile

Check where applicable:

- Charter School
- Alternative School
- School in School Improvement
 - Academically Unacceptable Schools – Year 1
 - Academically Unacceptable Schools – Year 2
 - Academically Unacceptable Schools – Year 3
 - Academically Unacceptable Schools – Year 4
- School Improvement – Year 1
- School Improvement – Year 2
- Corrective Action – Year 1
- Corrective Action – Year 2
- Restructuring
- Title I School
 - Schoolwide Targeted Assistance
- Member of Southern Association of Colleges and Schools
- Teacher Advancement Program (TAP)
- Distinguished Educator
- Literacy and Numeracy
- 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

Northwestern Elementary School (2015)

364 Total Students

9% Special Education

45% Free and Reduced Students

Table of Contents for SIP/Schoolwide Plan

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

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

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	
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.	
3. Instruction by Highly Qualified Teachers	Rubric, Page 80	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.	

<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>5. Strategies to attract high-quality highly qualified teachers to high-need schools</p>	<p>Attached to School Improvement Plans</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>6. Strategies to increase parent involvement <i>(Such as family literacy services)</i></p>	<p>50 – 55</p>	<p>6. Effective family involvement:</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>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 78 – 81</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>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>pages 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>10. Coordination and integration of Federal, State, and local services and programs</p>	<p>70 – 72</p>	<p>10. Effective coordination of resources</p>	

Zachary Guiding Principles

Principle 1: Provide a high-quality, well rounded educational experience for all students that is rigorous, diverse and engaging.

Principle 2: Prepare students for post-secondary educational opportunities, careers and participation in a globally competitive society.

Principle 3: Strengthen productive partnerships for education.

Principle 4: Provide employees and students with safe, efficient and functional environments.

Principle 5: Maximize organizational efficiency and productivity in pursuit of the district's mission.

Zachary Community School Board Vision: Zachary Community School System is recognized as a model of excellence serving all citizens.

Zachary Community School Board Mission:

The mission of the Zachary Community School Board is to assist every student in reaching his or her maximum potential through high-quality instruction and good stewardship of community resources.

Adopted July 22, 2004

Core Values:

Children First

Honesty

Integrity

Teamwork

Strong Moral Foundation

Community and Family Involvement

Accountability

No Political Agendas

Safety

Excellence

Districtwide Curriculum and Accountability Goals (2015-2020 Strategic Plan)

A. Implement a district wide Pre-K through 12 curriculum founded on best practices and scientifically based research that ensures every student achieves the following goals:

1. Students enter Kindergarten ready to learn.
 2. Students become literate by 3rd grade.
 3. Students enter 4th grade on time.
 4. Students perform at or above grade level in ELA and math by 8th grade.
 5. Students graduate on time.
 6. Students enroll in post-secondary education or graduate work-force ready.
 7. Students successfully complete at least one year of post-secondary education.
- B. Achieve #1 ranking in the State in the District Performance Score.
- C. Maintain or exceed the school performance score growth target in all schools.
- D. Increase the percent of students scoring proficient or above on statewide assessments.
- E. Increase the ACT average composite score annually.
- F. Increase attendance rate for all schools.
- G. Strive to meet the qualification criteria for Newsweek's America's Best High Schools.
- H. Maintain District AdvancEd accreditation.
- I. Increase the number of students taking AP Exams and the district's average AP score.
- J. Increase the number of students earning Dual Enrollment credits.
- K. Maintain or increase the number of extracurricular experiences/activities offered.
- L. Increase the number of students participating in extracurricular opportunities.

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 LEA Accountability and/or Federal Programs contact. The LEA must submit via the School Improvement eGrant system.
- ❑ Submit the District Assurance via the eGrant.
- ❑ Follow each eGrant page for appropriate number of characters.
- ❑ Insert page numbers in the Table of Contents for Word version of template to be kept on file at school and LEA.
- ❑ All plans must contain a Crosswalk that identifies page numbers of activities that align with NCLB components of School Improvement and School Wide Programs.
- ❑ For SIPs that have been revised, indicate material that has changed on the *Action Plan* sheets 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

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

Principal Signature: _____

Date: _____

Superintendent's Signature: _____

Date: _____

DATA PORTFOLIO

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

DATA Notebook

State Level Assessments

-School report cards

-Cognitive Summary Data (iLEAP, LEAP)

-DRA or DIBELS Reports

District Level Assessments

-STAR Reports

-Other

Other Assessments

-Discipline Data Reports

-Attendance Data Reports

Continuous Improvement Notebook

Academic Audit results

Focus Group Data

Administrator Interview Data

Stakeholder Survey results

Human Resources Notebook

-Highly Qualified Data

-COMPASS Data

Citation from monitoring of Federal Programs – if applicable (e.g., Special Education and corresponding Corrective Action Plans)

DISTRICT ASSURANCE

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

Superintendent's signature

Principal's signature

District Assistance or School Support Team Leader

Chair, School Improvement Team

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>10</u>	<input type="checkbox"/>	<input type="checkbox"/>
HIPPY	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH	<input checked="" type="checkbox"/>	<u>4</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH 2 Science	<input checked="" type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH Social Studies	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
La GEAR-UP	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
LaSIP	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
LEAD TECH	<input checked="" type="checkbox"/>	<u>10</u>	<input type="checkbox"/>	<input type="checkbox"/>
Math/Science Partnership	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-School Program (s)	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
School-to-Work	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
The Strategic Instruction Model (SIM)	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Other: 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):

- N/A

List the Distance Learning (i.e., web-based, satellite) courses provided for your students:

- N/A

SCHOOL POLICIES AND PARTNERSHIPS

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

School Partnerships (Type the name of each partner in the space provided)	
University	Southeastern University, Louisiana State University
Technical Institute	N/A
Feeder School(s)	Zachary Early Learning Center
Community	FAZE (Foundation Assisting Zachary Education); City of Zachary, Rotary Club
Business/Industry	Exxon Volunteer Grants, Georgia Pacific School Grants, Subway, Raising Cane's
Private Grants	
Other	ZEPTO

DATA COMPREHENSIVE NEEDS ASSESSMENT: STRENGTHS SUMMARY REPORT (Spring 2015)

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 I:

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. School Earned "A" Letter Grade	2014-2015 School Report Card
2. 86% students proficient in English Language Arts	Spring 2015 ILEAP ELA Report
3. 88% students proficient in Mathematics	Spring 2015 ILEAP Math Report
4. 87% students proficient in Science	Spring 2015 ILEAP Science Report
5. 89% students proficient in Social Studies	Spring 2015 ILEAP Social Studies Report
6.	DIBELS
7.	DSC

Part IIa:

CONTRIBUTING FACTORS TO THE STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. Curriculum Implementation	Teacher Focus Groups, Principal Interview, Classroom Observations
2. Use of Higher Order Questioning/Thinking Skills	Classroom Observations
3. Response to Intervention	Teacher Focus Groups, Principal Interview
4. Student Engagement	Classroom Observations
5. Use of Technology	Classroom Observations

DATA COMPREHENSIVE NEEDS ASSESSMENT: WEAKNESSES SUMMARY REPORT (Spring 2015 Data)

Part I b:

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. Need to increase the % of students scoring above grade level on state assessment	2013-2014 School Report Card
2. Need to decrease the % of students scoring Below Grade Level on state assessment	2013-2014 School Report Card
3. Need to decrease the % of Special Education Students scoring below basic.	2014 iLEAP/LEAP Special Education Report
4. Need to decrease the % of Free/Reduced Students scoring below basic.	2014 iLEAP/LEAP Social Economic Status Report

Part II b:

CONTRIBUTING FACTORS TO THE WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. Need to continue to make efforts to differentiate instruction for students and push above average students into the higher performance levels	Districtwide VAM Data
2. Need to continue to make efforts to integrate writing across the curriculum (constructed responses, tasks, etc...)	Data reported by item type
3. Need to continue to make efforts to differentiate instruction for students who are struggling academically	Bonus Points Earned- School Report Card

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

All AREAS Action Plan - Activities indicated should address all subgroups

Overarching GOAL

By Spring 2025, all students will reach high standards by attaining proficiency or better across all content areas.

Research-Based Strategies: RTI JEPD DDD MEL CA SIM UDL

Indicator of Implementation (250 Characters): Up to 6

Procedures for Evaluating Indicators of Implementation (250 Characters): Up to 6

1.1 Teachers provide instruction that is supported by a rigorous research base, aligned to state content standards, differentiated based on student needs and regularly monitored for progress. (RTI)

1.1 Evaluation methods will include observations by administrators, lesson plans, samples of student work and walk throughs. In addition, review of failure and passage reports.

1.2 Knowledge is presented through meaningful contexts (e.g., hands-on, learning tasks related to real life experiences) and is connected to core content areas or disciplines. (CA)

1.2 Evaluation methods will include observations by administrators, lesson plans, samples of student work and walkthroughs.

1.3 Instructional staff engages in a variety of professional learning activities that are specifically aligned with identified school improvement outcomes. (JEPD)

1.3 Evaluation methods will include review of sign sheets, agendas, global CLUs, meeting notes, and common assessments.

1.4 The school leadership team collects and analyzes student and teacher data including student performance and classroom walkthrough data, during the fall semester and at the end of school year to monitor progress and assess the accomplishments of school wide goals. (DDD)

1.4 Evaluation methods will include meeting agendas, notes, and data sources.

Activity (1500 Characters)	Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
<p><u>Assessment and Accountability</u> Administer district-wide assessments in all areas and collaboratively analyze assessment data.</p> <p>Teachers Develop student learning targets and monitor the progress of each student meeting targets.</p> <p>Develop Action plans that differentiate lessons to supports students in meeting individualized learning targets.</p> <p>Utilize summative and formative assessments to assess students and plan for differentiated instruction.</p>	Teachers; School Administrators	Fall 2016	Spring 2017	\$15, 000	ZCSD GF
<p>Use of formative and summative assessments for creative of groups within classrooms.</p> <p>Identify students in need of additional support and collect data on academic progress through intervention process.</p> <p>NWEA</p>	Teachers; School Administrators	Fall 2016	Spring 2017	NC	NC
<p><u>Curriculum Development</u> Teachers will continue work on developing effective instructional strategies, as well as developing common unit assessments and other instruments</p>	Teachers; School Administrators	On-going	On-going	Sub Cost	Title I / DW
<p><u>Literacy Strategies Across Curriculum</u> Teachers will incorporate Literacy Strategies as presented into curriculum in all core content areas.</p>	Teachers; School Administrators	On-going	On-going	NC	NC
<p><u>On-Site Tutoring</u> Students who are identified by their teachers as requiring additional academic assistance will be provided on-site tutoring as needed in either reading or math. In addition, teachers will be provided necessary support and instructional materials.</p>	Teachers; School Administrators Intervention Teacher, Math Tutor	On-going	On-going	\$19,202- Math Tutor Intervention teacher salary	Title 1 - SW ZCSD GF

<p><u>Technology</u> Teacher will incorporate technology in daily lessons with the use of desktop computers and iPads in preparation for new assessment format.</p> <p>Trained paraprofessional will monitor and assist students (under the direction of a Highly Qualified mentor teacher) as they use math software in the computer lab.</p>	<p>Teachers; School Administrators</p> <p>Intervention teacher, Paraprofessional</p>	<p>On-going</p> <p>On-going</p>	<p>On-going</p> <p>On-going</p>	<p>Cost of repair/replacement</p> <p>Para salary</p>	<p>ZCSD GF</p> <p>ZCSD Title</p>
<p><u>Parental Involvement</u> Involve parents in advisory committees Parent Compacts Assistance to parents in understanding curriculum and monitoring child progress Use of Parent Volunteers Parent Surveys to inform decisions Parent Orientation Book give away students at Family Literacy Night Star Student Lunch (for students and their parents) Grandparent Day Art Night (come and go event for parents) Volunteer Breakfast (event honoring our parent volunteers) Monthly newsletter Maintain Website</p>	<p>Teachers; School Administrators</p>	<p>On-going</p>	<p>On-going</p>	<p>\$1276</p>	<p>Title I SW</p>
<p><u>Professional Development-Conferences</u> Teachers will attend conferences, workshops, and other Professional Development activities related to their content area.</p>	<p>Teachers; School Administrators</p>	<p>On-going</p>	<p>On-going</p>	<p>\$3500</p> <p>Cost of subs.</p>	<p>NES GF</p> <p>ZCSD GF</p>
<p><u>Professional Development- Professional Learning Communities</u> Teacher collaborate in professional activities weekly to discuss and plan curriculum pacing, and implementation strategies. This will also provide the opportunity for peer assistance, and sharing resources and ideas.</p>	<p>Teachers; School Administrators</p>	<p>On-going</p>	<p>On-going</p>	<p>Salary+ Benefits for Ancillary Teachers</p>	<p>ZCSD GF</p>

English Language Arts Action Plan - Activities indicated should address all subgroups

GOAL 1	By Spring 2025, all students will reach high standards by attaining proficiency or better in reading/English Language Arts.						
OBJECTIVES(150 Characters): Up to 3			DESIRED OUTCOMES(150 Characters):				
1.1	To increase percent of students scoring proficient on 3 rd grade English Language Arts from 86% to 87% .		To increase reading comprehension, writing skills, and literacy strategies for all 3 rd grade students in all content areas.				
1.2	To increase percent of students scoring proficient on 4 th grade English Language Arts from 92% to 93%		To increase reading comprehension, writing skills, and literacy strategies for all 3 rd grade students in all content areas.				
Activity (1500 Characters)			Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
NWEA Teachers will administer the NWEA assessments three times yearly (September, January, May) to all students. Data will be reported to the district and will be used to assist building level staff in monitoring student performance and progress. This data also serves to identify students who will require reading intervention			Teachers; School Administrators	On-going	On-going	\$2000	ZES GF ZCSD GF
DRA The DRA will be administered twice a year to determine students' reading levels. Teachers will use the levels to monitor student progress and help develop reading groups.			Teachers; School Administrators	On-going	On-going	NC	ZCSD GF ZES GF
DSC The DSC will be administered before school begins and during the first few weeks of school to determine areas of need and to develop reading groups.			Teachers; School Administrators	July 6, 2016	September 2016	\$7680 (stipends for teachers)	School Funds

<p><u>English Language Arts (C) (L)</u> Provide supplemental ELA Materials to support curriculum implementation.</p> <p>Provide Classroom Libraries to expand literacy opportunities for students in class and increase the amount of time students are reading independently and in groups.</p>	<p>Teachers; School Administrators</p>	<p>On-going</p>	<p>On-going</p>	<p>\$4770 \$8000</p>	<p>Title I SW Title I DW</p>
<p><u>Reading Remediation/Intervention Teachers (L)</u> 1 certified teacher will meet daily with small student groups (1-5) daily. These students are identified based on reading levels and work on reading strategies, phonics, vocabulary, comprehension, and/or fluency. These interventionists support Tier II and Tier III from the Comprehensive Literacy Plan as well as the RTI model.</p>	<p>Reading Interventionists; Paraprofessionals; Administrators</p>	<p>On-going</p>	<p>On-going</p>	<p>\$35,000 \$37,500</p>	<p>IDEA ZCSD GF</p>
<p><u>Reading and Writing (C) (PD)</u> Teachers will be trained on Readers Workshop</p> <p>Teachers will be trained on Writers Workshop.</p> <p>Reading and language teachers will use Writers Workshop format as a tool for writing instruction.</p> <p>Professional development and in-service will be provided each year to new teachers.</p> <p>Teachers will be trained on Handwriting Without Tears</p>	<p>Teachers; School Administrators</p> <p>Teachers; School Administrators</p> <p>Teachers; School Administrators</p>	<p>Summer 2016</p> <p>Fall 2016</p> <p>Fall 2016</p>	<p>On-going</p> <p>On-going</p> <p>Fall 2016</p>	<p>\$5,000</p> <p>N/C</p> <p>Training Costs</p>	<p>School Funded</p> <p>N/A</p> <p>ZCSD Funds</p>

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

Mathematics Action Plan - Activities indicated should address all subgroups

GOAL 2		By Spring 2025, all students will reach high standards by attaining proficiency or better in mathematics.				
OBJECTIVES(150 Characters): Up to 3		DESIRED OUTCOMES(150 Characters):				
2.1	To increase percent of students scoring proficient on 3 rd grade Mathematics from <u>88%</u> to <u>89%</u> .	To increase numeracy skills for all 3 rd grade students and to increase student success on mathematics assessments.				
2.2	To increase percent of students scoring proficient on 4th grade Mathematics from <u>91%</u> to <u>92%</u> .	To increase numeracy skills for all 4 th grade students and to increase student success on mathematics assessments.				
Activity (1500 Characters)		Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
<u>Numeracy Instructional Strategies and Curriculum Development</u> Teachers will work with math expert to continue work on developing effective math instructional Strategies, as well as developing common unit assessments and other instruments. Math Materials to support curriculum		Teachers; School Administrators Teachers, School Administrators	On-going	On-going	Math Supervisor \$5,000	ZCSD GF NES Title I SW
<u>Math Intervention</u> Teachers/Tutors will meet daily with small student groups. These students are identified based on DSC, classroom performance and teacher need. This interventionist supports Tier II and Tier III from the RTI model.		Teachers; School Administrators, Retired teacher/math interventionist	On-going	On-going	\$19,202	Title I SW
<u>DSC</u> The DSC will be administered before school begins and during the first few weeks of school to determine areas of need and to develop math groups.		Teachers; School Administrators	July 6, 2016	September 2016	\$7680 (stipends for teachers)	School Funds
<u>Destination Math</u> Destination Math will be administered three times during the school year to determine areas of need and to develop math groups.		Computer lab paraprofessional, teachers, Administrators	September, 2016	May 2017	Paraprofessional salary	ZCSD Funds

FCI-Indicates Family Community Involvement Activities

STEM-Indicates Science, Technology, Engineering, and Mathematics Activities

D – Indicates Discipline Support Activities

C-Indicates Curriculum Activities

CCR-Indicates College and Career Readiness Activities

PD-Indicates Professional Development

L-Indicates Literacy Activities

Science Action Plan - Activities indicated should address all subgroups

GOAL 3	By Spring 2025, all students will reach high standards by attaining proficiency or better in science.					
OBJECTIVES(150 Characters): Up to 3		DESIRED OUTCOMES (150 Characters):				
3.1	To increase percent of students scoring proficient on 3 rd grade Science from 89% to 90%	To increase science inquiry, physical, life ,and earth science for all 3 rd grade students and to increase student success on science assessments.				
3.2	To increase percent of students scoring proficient on 4 th grade Science from 90% to 91%.	To increase science inquiry, physical, life ,and earth science for all 4th grade students and to increase student success on science assessments.				
Activity (1500 Characters)		Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
Teachers will use GLEs to implement the science curriculum by integrating science into other content areas using hands on materials.		Teachers, School Administrators	Fall 2016	Spring 2017	NC	NC

FCI-Indicates Family Community Involvement Activities

STEM-Indicates Science, Technology, Engineering, and Mathematics Activities

D – Indicates Discipline Support Activities

C-Indicates Curriculum Activities

CCR-Indicates College and Career Readiness Activities

PD-Indicates Professional Development

L-Indicates Literacy Activities

Social Studies Action Plan - Activities indicated should address all subgroups

GOAL 4		By Spring 2025, all students will reach high standards by attaining proficiency or better in social studies.				
OBJECTIVES(150 Characters): Up to 3		DESIRED OUTCOMES(150 Characters):				
4.1	To increase percent of students scoring proficient on 3 rd grade Social Studies from	To increase geography, civics, economics, and history skills for all 3 rd grade students and to increase student success on social studies assessments.				
4.2	To increase percent of students scoring proficient on 4 th grade Social Studies from	To increase geography, civics, economics, and history skills for all 4 th grade students and to increase student success on social studies assessments.				
Activity (1500 Characters)		Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
Teachers will use GLEs to implement the social studies curriculum by integrating social studies into other content areas.		Teachers, School Administrators	Fall 2016	Spring 2017	NC	NC

FCI-Indicates Family Community Involvement Activities

STEM-Indicates Science, Technology, Engineering, and Mathematics Activities

D – Indicates Discipline Support Activities

C-Indicates Curriculum Activities

CCR-Indicates College and Career Readiness Activities

PD-Indicates Professional Development

L-Indicates Literacy Activities

EVALUATION (Spring 2016)

Summative Evaluation (250 Characters):

This goal will be evaluated through the self and peer/external analysis annually by all schools within the Zachary Community School District. Accountability for planning and following through with each activity in this plan will be done through annual reports, walk through observations, and agendas. Assessment results will be analyzed by to ensure satisfactory progress by students in the area of English Language Arts. A final evaluation will be done through the review of test scores and stakeholder questionnaire responses.

Implementation Issues (250 Characters)	Date Presented	Resolution(s) (250 Characters)	Date Resolved

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**Northwestern Elementary
Title I Budget**

2015-2016

Budget
\$34,992
Increase
\$10,824
School
\$45,816

Object Code	Expenditure Category		Amt .	Budget	Budget Revision	Spent	Enc.	Balanc e 10/11/2 015
100/200	Salaries and Benefits:							
		61100		0	0	0	0	0
	Salaries/Benefits			0		0	0	0
100/200	Stipends (List workshops)	61120	\$30	19,202	0	0	0	19,202
12-1510-001-99	Tutor - Staggs							
100/200	Subs (List workshops)	61000	\$90	0		0	0	0
12-2234-001-99								
	Total Salaries/Benefits			19,202	0	0	0	19,202
12-1510-001-99	Purchased Services			0		0		0

12-2234-001-99	Travel	65820		0		0	0	0
600	Supplies							
12-2190-001-00	Parental Involvement	66100		1,276				1,276
12-1510-001-00	Reading/math inst.material:	66100		25,339	0	0	0	25,339
	TOTAL SUPPLIES			26,615	0	0	0	26,615
700	Property							
	TOTAL PROPERTY							
	TOTAL TITLE I BUDGET			45,816	0	0	0	45,816