

School Improvement Plan

Grambling State University Laboratory High School

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

Submission Date: *October 1, 2008*

Grambling State University High School

Grades 9-12

407 Central Avenue
Grambling, LA 71245

Gregory Williams

318-274-6153

williamsg@gram.edu

Check where applicable:

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

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 (in blue ink)

Principal's signature (in blue ink)

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

Chair, School Improvement Team (in blue ink)

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

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

SCHOOL IMPROVEMENT TEAM

School Improvement Team Members	Position
TORRY DEAN	ADMINISTRATIVE LIAISON FOR LABORATORY SCHOOLS
JENNIFER FRANKS	ASSTISTANT PRINCIPAL / ACADEMIC COUNSELOR
KEITH GILLARD	TEACHER
SHADAVALYN HACKNEY	STUDENT
RYLAND HARRIS	STUDENT
BILLY NORMAN	PARENT
ANTHONY SMITH	TEACHER
GREG WILLIAMS	PRINCIPAL

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 22

Date: August 23, 2007

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	Lillie Brown	Supervising Teacher		
2	Bettina Collins	Supervising Teacher		
3	Torry Dean	Administrative Liaison for Laboratory Schools		
4	Daisy Walter-Fielding	Art Teacher/ GHS &GMS		
5	Jennifer Franks	Counselor/ Assistant Principal of Instruction		
6	Barbara Gauden	Supervising Teacher		
7	Keith Gilliard	Interim Assistant Principal of Discipline/Coach		
8	Cecil Gray	Supervising Teacher/Coach		
9	Queen E. Lawhorne	Administrative Assistant III		
10	Michael Lyons	Assistant Principal/Supervising Teacher/Coach Official Sick Leave		
11	Rosa Marks	Supervising Teacher		
12	Arthur Simpson	Band Director		
13	Anthony Smith	Teacher/Coach		
14	Billy Norman	In School Suspension/Coach		
15	Gregory D. Williams	Principal		
16	Ayasha Combest	Supervising Teacher		

17.	Melanie Colvin	Supervising Teacher/Coach		
18.	Chris Oney	Teacher/ Coach		
19.	Cedric Sherrod	Teacher/Coach		
20.	Marvis Anderson	Librarian		
21.	Johnathan Brantley	Computer Lab Proctor/ Coach		
22.	Eugene Taylor	Part-Time /Math		

Revised August 23, 2007, to reflect personnel changes for 2007- 2008 school year

MISSION STATEMENT

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

Name	Title/Occupation
Dr. Robert Dixon	Vice President and Provost of Academic Affairs Grambling State University
Dr. Sean Warner	Dean, College of Education/Superintendent
Mr. Gregory Williams	Principal, Grambling High School
Mr. Ronnie Harrison	Principal, Grambling Middle School
Mrs. Regina Gregory	Principal, Alma J Brown Elementary

FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES

(Place a check or X in the status area for each program implemented at your school)

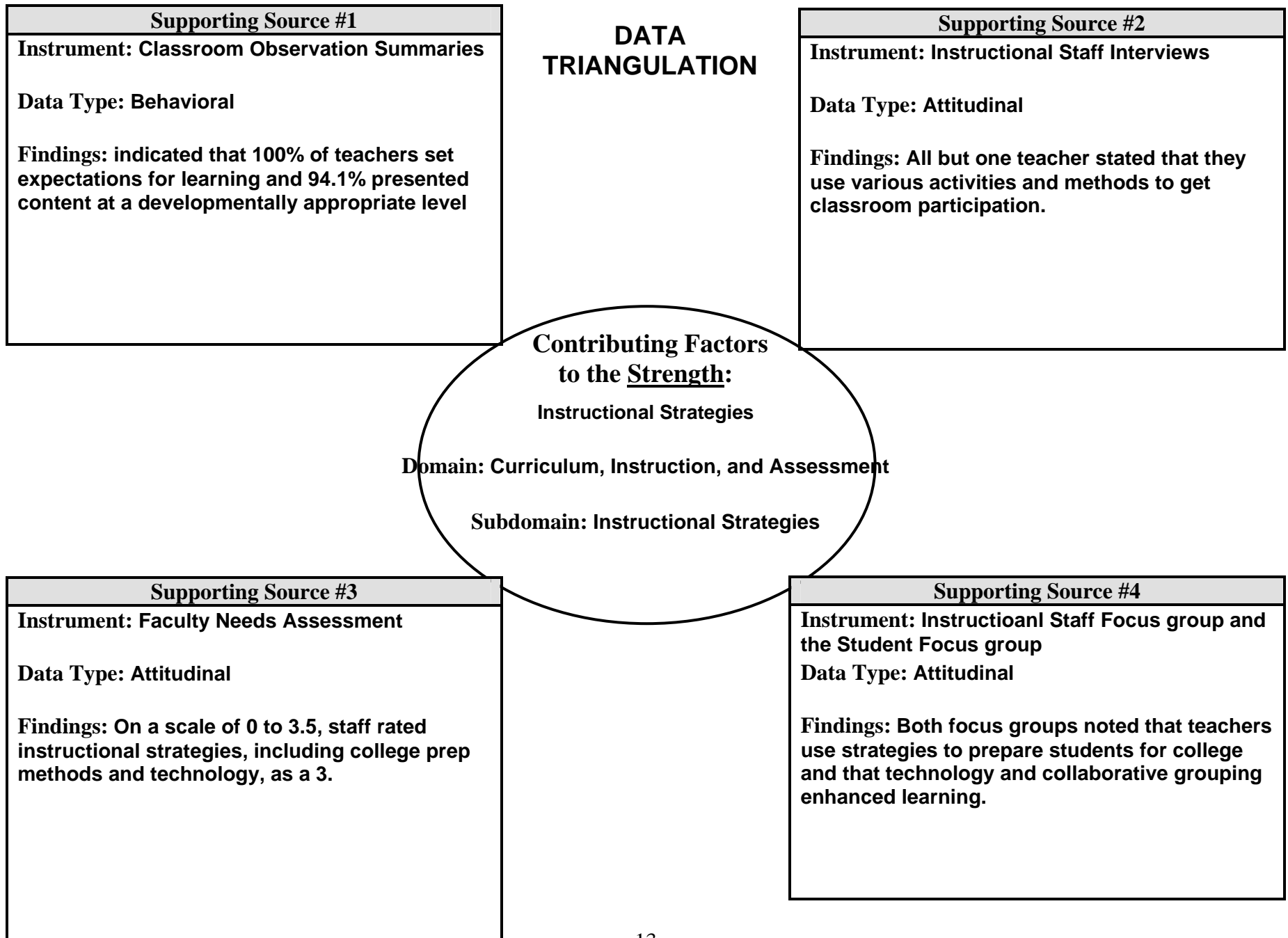
Program List: (including during- and after-school programs)	Currently Using	No. of Years	Proposed Program	Deleted Program
Career to Work	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Extended Day Program	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
HIPPY	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH 2 Science	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH Social Studies	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
La GEAR-UP	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
LaSIP	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
LEAD TECH	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Math/Science Partnership	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-School Program	<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"/>

<p>List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above):</p> <ul style="list-style-type: none"> • Click Here to Enter
<p>List the Distance Learning (i.e., web-based, satellite) courses provided for your students:</p> <ul style="list-style-type: none"> • Click Here to Enter

SCHOOL POLICIES AND PARTNERSHIPS

Policy	Policy #/Bulletin #	Date revised	Copy on file at school?	
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	9/2009	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	01/2009	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Security Procedures (metal detectors, etc.)	§ 339/741	01/2009	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	10/23-27/08	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Student Code of Conduct	§ 1115/741	01/2009	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Crisis Management (emergency/evacuation plan)	§ 339/741	09/2008	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

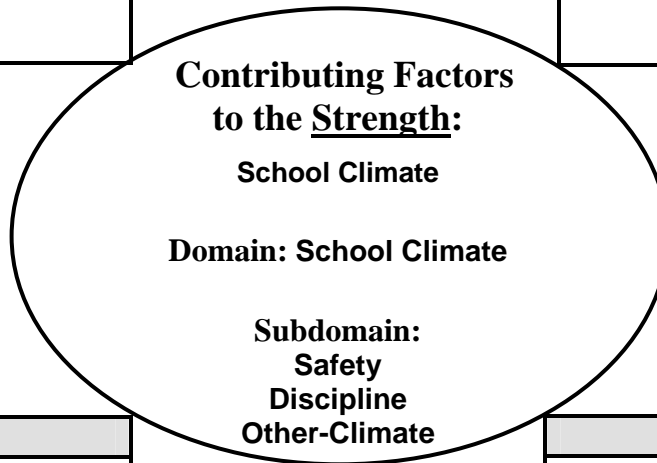
School Partnerships (Type the name of each partner in the space provided)	
University	Grambling State and Louisiana Tech Universities
Technical Institute	
Feeder School(s)	Grambling Middle School and Ruston Jr. High School
Community	Parents and Community Churches
Business/Industry	Gallot's Barbershop/ Collegiate Shop/ Quailtees T- Shirts/
Private Grants	
Other	



Supporting Source #1
<p>Instrument: Instructional Staff Questionnaire</p> <p>Data Type: Attitudinal</p> <p>Findings: 100% of the students said they feel safe at this school and safe in their classrooms, and that there were few fights at this school</p>

**DATA
TRIANGULATION**

Supporting Source #2
<p>Instrument:</p> <p>Data Type: Select type</p> <p>Findings: The staff said there were no behavioral problems and that the administration was very firm and kept good discipline.</p>



Supporting Source #3
<p>Instrument: Classroom Observation Summary</p> <p>Data Type: Attitudinal</p> <p>Findings: 94.1% noted that teachers promoted a positive learning climate.</p>

Supporting Source #4
<p>Instrument: Parent Questionnaire</p> <p>Data Type: Attitudinal</p> <p>Findings: 87.5% said they felt safe when they visited this school; 80.5 % said their child felt safe at this school.</p>

DATA TRIANGULATION

Supporting Source #1

Instrument: Faculty Needs Assessment and Instructional Staff Questionnaire

Data Type: Attitudinal

Findings: Collaboration among faculty and administration was noted to be good.

Supporting Source #2

Instrument: Parent Questionnaire

Data Type: Attitudinal

Findings: 96.1% stated that their children can achieve at or above the level of other students in Louisiana; 96.3% said their child will attend some form of higher education after high school graduation.

Contributing Factors to the Strength:

School Culture
Domain: School Culture

Sub domain:
Student Expectations
Collaboration
Other-Culture

Supporting Source #3

Instrument: Student Questionnaire

Data Type: Attitudinal

Findings: 96.7% of the students said they would graduate from high school; 80.6% said that they can achieve at or above the level of other students in Louisiana.

Louisiana Department of Education

Supporting Source #4

Instrument: Instructional Staff

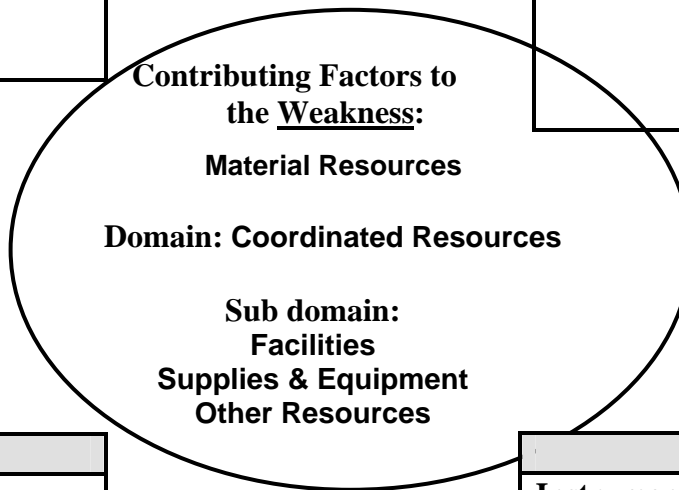
Data Type: Attitudinal

Findings: The staff noted that the school is small and everyone knows everyone, that many of the students' parents and grandparents had attended this school and support the school, and that the school is a distinguished lab school supported by the community.

DATA TRIANGULATION

Supporting Source #1
Instrument: Instructional Staff Focus Group
Data Type: Attitudinal
Findings: The staff reported that the building is old and in need of repairs, as are the heating and cooling units.

Supporting Source #2
Instrument: Student Focus Group
Data Type: Attitudinal
Findings: The students stated that the building is old and that the restrooms and the gym need to be brought up to date.



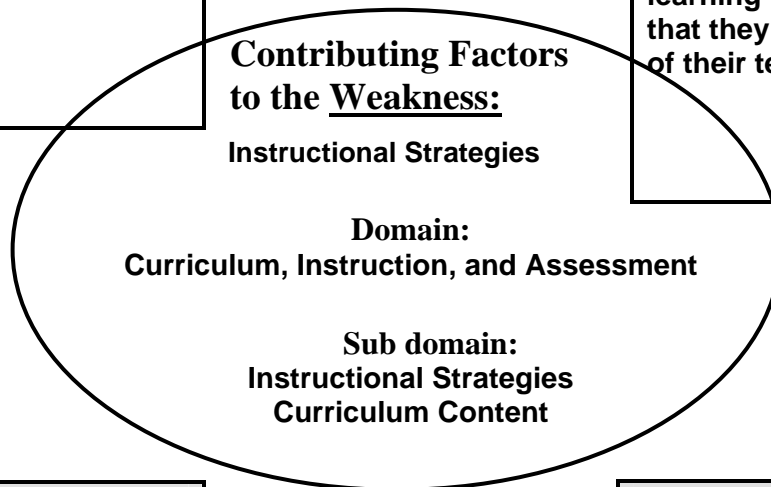
Supporting Source #3
Instrument: Faculty Needs Assessment
Data Type: Attitudinal
Findings: Facilities was noted as the number one weakness and the number one barrier to improvement.

Supporting Source #4
Instrument: Instructional Staff Interviews
Data Type: Attitudinal
Findings: The staff indicated that the building was antiquated, that there was not enough money to purchase materials, and that overall, they lacked in material resources.

DATA TRIANGULATION

Supporting Source #1
<p>Instrument: Instructional Staff Questionnaire</p> <p>Data Type: Attitudinal</p> <p>Findings: 83.3% of the instructors stated that they use extensive direct instruction.</p>

Supporting Source #2
<p>Instrument: Student Questionnaire</p> <p>Data Type: Attitudinal</p> <p>Findings: 60% of the students disagreed that teachers use many different activities to make learning fun and exciting, and 44% disagreed that they were good in social studies because of their teachers.</p>



Supporting Source #3
<p>Instrument: Instructional Staff Focus Group, Instructional Staff Interviews, and Faculty Needs Assessments</p> <p>Data Type: Attitudinal</p> <p>Findings: No programs are available for students with special needs, and the need for programs to strengthen reading comprehension and critical thinking skills was noted.</p>
<p>Louisiana Department of Education</p>

Supporting Source #4
<p>Instrument: Classroom Observation Classroom Observation Summary</p> <p>Data Type: Self-report Self-report</p> <p>Findings: Only 12.5% Only 12.5% individual tutoring, 25% sustained writing, and 12.5% use of the computer as a tool or resource was noted, whereas 58.8% direct instruction was observed.</p>

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. Use conventions of language	Spring 2008 GEE Report (CRT)
2. Locate, select, and synthesize information	Spring 2008 GEE Report (CRT)
3. Data, Analysis, Probability, and Discrete Math	Spring 2008 GEE Report (CRT)
4. Patterns, Relations, and Function	Spring 2008 GEE Report (CRT)
5. Science as Inquiry	Spring 2008 GEE Report (CRT)

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. Read, analyze, and respond to literature	Spring 2008 GEE Report (CRT)
2. Read, comprehend, and respond	Spring 2008 GEE Report (CRT)
3. Measurement / Geometry	Spring 2008 GEE Report (CRT)
4. Physical Science	Spring 2008 GEE Report (CRT)
5. History	Spring 2008 GEE Report (CRT)

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. School Culture	DAT Report (2006)
2. School Climate	DAT Report (2006)
3. Instructional Strategies	DAT Report (2006)
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. Material Resources	DAT Report (2006)
2. Instructional Strategies	DAT Report (2006)
3.	
4.	
5.	

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

SCHOOL PERFORMANCE SCORE CHART

Baseline SPS (Select year and enter score.)	Growth SPS (Select year and enter score.)	Growth Target (Select year and enter target.)
School Baseline SPS 2004 : 72.1	School Growth SPS 2004 : 69.4	School GT 2005 : 3.8
School Baseline SPS 2005 : 73.8	School Growth SPS 2005 : 71.8	School GT 2005 : 3.8
School Baseline SPS 2006 : 75.8	School Growth SPS 2006 : 79.4	School GT 2006 : 5.8
School Baseline SPS 2007 : 82.5	School Growth SPS 2007 : 79.7	School GT 2007 : 6.8

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

STRATEGY PLANNING WORKSHEET

GOAL#: By 2013-2014, all students will reach high standards, attain proficiency and numeracy in all core curriculum

OBJECTIVE(S)#: 1
2.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors)

Meaningful Engaged Learning will be ensured by the following components:

- 1) The learning activities will be meaningfully connected to the curriculum.
- 2) The depth of student engagement—content, context, and cognition—will be assessed continually by teachers using essential questions.

Bibliographic Notation:

Conway, Kathryn. (1996). *Master Classrooms: Classroom Design with Technology in Mind*.
<http://www.unc.edu/cit/iat-archive/publications/conway/conway1.html>.

Feuer, Michael J., Lisa Towne, and Richard J. Shavelson. (2002) Scientific culture and educational research. *Educational Research*; v31 n8 Nov 2002.

Schlechty, P. (1997). *Inventing Better Schools: An action plan for educational reform*. San Francisco, CA. Jossey-Bass.

Thornburg, D. (1989). *Education, technology, and paradigms of change for the 21st century*. Mountain View, CA: Starsong.

Brief Summary of Research: Through research, it has been established that students learn best when experiencing knowledge, rather than simply hearing it. A student needs to know how he will benefit from expending the energy to learn something. In other words, will he be able to apply the newly acquired knowledge to better himself? Teachers communicate their expectations of students by 1) posing significant questions that can be investigated empirically; 2) linking research to relevant theory; 3) using methods that permit direct investigation of the questions; and, 4) providing a coherent and explicit chain of reasoning. The four key components needed to create meaningful engaged learning are learning environment, learning experiences, motivation, and meaning. The foundation for the structure of active learning is meaningful, engaged learning. The teacher ultimately determines the course content and strategy, and is the most spontaneous and valuable instrument in the learner assessment process. Milton Glick points out in his article in *EDUCOM Review*: “It is hard for us to remember that it is not what the teacher does but what he or she gets the students to do that result in learning.” (Glick, 1990) As Kathryn Conway states, “The classroom, then, should be a very flexible environment, with the means to present information sources, and with maximum flexibility for interaction between and among teacher, student and information. In short, classrooms should be designed to provide interactive teaching and

learning environments.” (Conway, 1996)

Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs?

The District Assistance Team report cited direct instruction as the most prevalent instructional strategy used at Grambling High. The student population at Grambling High should be meaningfully engaged in the learning process.

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: The student population is African American. The strategy should help to improve test scores in English Language Arts and Mathematics.

Procedures for Evaluating the Goal, Objective(s) and Strategy: GEE scores for Spring 2008 and 2009

ACTION PLAN

Activity(is) 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?)
1. Staff development on utilization of test score analysis in instructional planning. (Principal Gregory Williams, Counselor Jennifer Franks, and School Improvement Team; September 2008) <ul style="list-style-type: none"> • All teachers will expose students to constructed response items and critical thinking in classroom instruction and on evaluations. 	N/A			Identify strengths and weaknesses and plan for improvement	Evaluation will include test analysis showing growth and weaknesses. Lesson plans will be checked by the Principal Williams.
2. Family Involvement: The Principal will host Family Involvement Night. The purpose is to acquaint parents with their child's daily classroom schedule. Also share various school initiatives and policies for the 2008- 2009 school year. (Torry Dean, Jennifer Franks, and Gregory Williams;	N/A			Parent Attendance	Sign In Sheets
3. All teachers will incorporate graphic organizers and collaborative learning in classrooms as an instructional strategy. (Staff development on Thinking Maps by Jan Murphy; November 2008) <ul style="list-style-type: none"> • Staff development follow; January 2008 	N/A			All teachers will use collaborative lesson plans	Classroom observations. Lesson plans checked by Principal Williams
4. Weekly Parental Involvement workshops on iLEAP, GEE, & ACT. (Theresa Moore-Wyatt; November 2007- January 2009)	GSU partnership	N/A	N/A	Parental Involvement	Making parents aware of material to help students prepare for required test.

5. Hold Family Night for parents on enhancing test taking skill on iLEAP, GEE, & ACT and promoting positive behavior. (November 2008 Torry Dean, Jennifer Franks, Theresa Wyatt, Gregory Williams)	N/A			Parental Involvement Parent Survey	Introduce parents to new parent center and informed them on workshops to be held on required test. Agendas and sign in sheets
6. Conduct extended day learning in ELA and Math. (Ayasha Combest & Anthony Smith; October 2008- March 2009)	N/A			Student attendance	Increase in iLEAP and GEE test scores in Math and ELA
7. Promote reading through enhancement of reading programs by obtaining a library consultant and installing excruciating reading. (Marvis Anderson; January – March 2009)	N/A			Student attendance	
8. Staff development on Classroom Management and Lesson Plans	GSU Partnership	N/A	N/A		
9. Parent Teacher Conference Day	N/A			Teachers meet with parents	Sign in sheets
10. ELA and Math Test Prep Night	N/A				
11. Staff development on alignment of college readiness standards and GLE's to enhance student preparedness for GEE and ACT. • Staff development on analysis of Spring 2008 GEE and all core curriculum courses to determine student's growth. (Jennifer Franks, January 2009 and May 2009	N/A			2007- 2008 GEE test scores	Evaluations will show areas of strengths and weaknesses.
12. Update School Improvement Plan. Torry Dean, Jennifer Franks, Sallie Evans, and Gregory Williams	N/A				

* 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)

OTHER TITLE I EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	
Non SIP Expenditures (list)	
\$	
\$	
\$	
\$	
\$	
\$	
TOTAL Other Title I Expenditures	\$0.00

TITLE II EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	
Non SIP Expenditures (list)	
\$	
\$	
\$	
\$	
\$	
\$	
TOTAL Title II Expenditures	\$0.00

TITLE IV EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	
Non SIP Expenditures (list)	
\$	
\$	
\$	
\$	
\$	
\$	
TOTAL Title IV Expenditures	\$0.00

TITLE V EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	
Non SIP Expenditures (list)	
\$	
\$	
\$	
\$	
\$	
\$	
TOTAL Title V Expenditures	\$0.00

FEDERAL FUNDING

K-3 Initiative Expenditures	
Projected Expenditures	
SIP Expenditures *	
Non SIP Expenditures (list)	
\$	
\$	
\$	
\$	
\$	
\$	
TOTAL K-3 Initiative Expenditures	\$0.00

OTHER FUNDS	
Projected Expenditures	
SIP Expenditures *	
Non SIP Expenditures (Indicate Source and Expense)	
\$	
\$	
\$	
\$	
\$	
\$	
\$	
\$	
\$	
\$	
\$	
TOTAL Other Funds	\$0.00