



# **School Improvement Plan**

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**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

**xTitle 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**

**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 <b>comprehensive needs assessment</b> 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	16-17
2. <b>Schoolwide Reform Strategies</b>	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.	18-21
3. <b>Instruction by Highly Qualified Teachers</b>	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.	18-21

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<p><b>4. High quality and ongoing professional development for –</b></p> <ul style="list-style-type: none"> <li>➤ Teachers</li> <li>➤ Principals</li> <li>➤ Paraprofessionals</li> </ul>	<p><b>45 – 49</b></p>	<p>4. Effective Professional Development incorporates the following:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Creates a learning community in which substantive professional development is linked primarily to content knowledge and instructional strategies</li> <li>• Provides opportunities for job-embedded professional development</li> <li>• Provides plans for follow-up and support to ensure teacher/student learning</li> <li>• Focuses on student needs</li> <li>• Prepares educators to demonstrate high expectations for all student learning</li> </ul>	<p><b>18-21</b></p>
<p><b>5. Strategies to attract high-quality highly qualified teachers to high-need schools</b></p>	<p><b>Attached to School Improvement Plans</b></p>	<p>5. Provide a <b><i>District plan</i></b> or policy Teacher Quality Strategies (plan for attracting high quality teachers) Identify revision date on School Policy chart, page 15 of SIP.</p>	
<p><b>6. Strategies to increase parent involvement</b> <i>(Such as family literacy services)</i></p>	<p><b>50 – 55</b></p>	<p>6. Effective family involvement:</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>18-21</b></p>
<p><b>7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.</b> <i>(Such as Head Start, Even Start, Early Reading First, or a State-run preschool program)</i></p>	<p><a href="http://www.ed.gov/policy/elsec/guid/preschoolguidance.pdf">http://www.ed.gov/policy/elsec/guid/preschoolguidance.pdf</a></p>	<p>7. Serving Preschool Children Under Title I Non-Regulatory Guidance: Section B-11.</p> <ul style="list-style-type: none"> <li>• Professional development</li> <li>• Teacher classroom visits</li> <li>• Children portfolios</li> </ul>	

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<p><b>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.</b></p>	<p style="text-align: center;"><b>Curriculum Section, pages 56 – 69</b></p> <p style="text-align: center;"><b>Rubric, pages 78 – 81</b></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 style="text-align: center;"><b>18-21</b></p>
<p><b>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.</b></p>	<p style="text-align: center;"><b>56 – 69</b></p>	<p><b>9. The Administration monitors the Taught Curriculum</b></p> <p style="text-align: center;"><b>Teacher teams, with the SIT and School Support Team improves the Taught Curriculum</b></p>	<p style="text-align: center;"><b>18-21</b></p>
<p><b>10. Coordination and integration of Federal, State, and local services and programs</b></p>	<p style="text-align: center;"><b>70 – 72</b></p>	<p>10. Effective coordination of resources</p>	<p style="text-align: center;"><b>12</b></p>

## Louisiana Critical Goals

Critical Goal (CG)	Your SIP Page Number
<p><b>CG1. Students enter Kindergarten ready to learn.</b>  <b>Measure:</b> Percentage of Kindergarteners Meeting Benchmark on DIBELS Screening</p>	
<p><b>CG2. Students are literate by the third grade.</b>  <b>Measure:</b> Percentage of Third Graders Earning Basic and Above on iLEAP English Language Arts Assessment</p>	
<p><b>CG3. Students will enter fourth grade on time.</b>  <b>Measure:</b> Percentage of Students Earning Consecutive Promotion from Kindergarten through Fourth Grade</p>	
<p><b>CG4. Students perform at or above grade level in English Language Arts by eighth grade.</b>  <b>Measure:</b> Percentage of Eighth Graders at Basic and Above on LEAP English Language Arts Assessment</p>	18-21
<p><b>CG5. Students perform at or above grade level in math by eighth grade.</b>  <b>Measure:</b> Percentage of Eighth Graders at Basic and Above on LEAP Mathematics Assessment</p>	18-21
<p><b>CG6. Students will graduate on time.</b>  <b>Measure:</b> Cohort Graduation Rate (Percentage of Students Graduating in Four Years)</p>	
<p><b>CG7. Students will enroll in post – secondary education or graduate workforce – ready.</b>  <b>Measure:</b> Percentage of First Time Freshmen (High School Graduates Enrolling in Post – Secondary Institutions)</p>	
<p><b>CG8. Students will successfully complete at least one year of post – secondary education.</b>  <b>Measure:</b> The percentage of first time freshman achieving sophomore status within two years of entering post – secondary education</p>	
<p><b>CG9. Achieve all eight Critical Goals, regardless of race or class.</b>  <b>Measure:</b> Subgroup performance of each of the Goals will be assessed to monitor progress on this goal.</p>	

### **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:** \_\_\_\_\_  
**Superintendent’s Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

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<The page numbers for each component will change as information is added.>

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DATA TRIANGULATION SHEETS.....

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TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS.....

## 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)
- Summary of Findings of Focus Group Data and all source documents. (Teachers, Students, and Parents) (**Not** Optional for Schools in School Improvement)
- Copy of the Data Triangulation Form
- Comprehensive Needs Assessment: Final Report
- DRA or DIBELS Reports
- Data Analysis Template (Trend Data history, Discipline/Behavior history, etc.)
- Data Notebook (for schools participating in *School Analysis Model-SAM 2000* or *LANA online*)
- Cognitive Summary Data (iLEAP, LEAP/GEE, 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 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	X	<u>6</u>	<input type="checkbox"/>	<input type="checkbox"/>
HIPPY	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH	X	<u>9</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	X	<u>3</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)	X	<u>12</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)	X	<u>4</u>	<input type="checkbox"/>	<input type="checkbox"/>
Other: WFSG	X	<u>8</u>	<input type="checkbox"/>	<input type="checkbox"/>
	<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"> <li>• <a href="#">Click Here to Enter</a></li> </ul>
<p>List the Distance Learning (i.e., web-based, satellite) courses provided for your students:</p> <ul style="list-style-type: none"> <li>• <a href="#">Click Here to Enter</a></li> </ul>

**SCHOOL POLICIES AND PARTNERSHIPS**

Policy	Policy #/Bulletin #	Date revised	Copy on file at school?	
			<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Crisis Management (emergency/evacuation plan)	§ 339/741	6/2/10	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	5/2011	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	5/26/2011	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Security Procedures (metal detectors, etc.)	§ 339/741	8/2011	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	5/2011	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Student Code of Conduct	§ 1115/741	5/2011	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Teacher Quality Strategies (plan for attracting high quality teachers)	§ 1114/Title I		<input 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	Northwestern State University
Technical Institute	Enter Partner name
Feeder School(s)	Enter Partner name
Community	First United Methodist Church, Knights of Columbus
Business/Industry	People's State Bank, Wal-mart
Private Grants	Enter Partner name
Other	Enter Partner name

**Data Triangulation – Strengths**

<b>Contributing Factors:</b> Teachers place emphasis on utilization of state-provided materials that provide a clear focus for instruction	
Data Type: 1. Cognitive 2. Behavioral 3. Archival	
<b>Contributing Factors:</b>	
Domain: Sub domain:	
<b>Instrument(200):</b>	
Data Type: 1. cognitive 2. Behavioral 3. Classroom and Unit Assessments	Findings(500)
<b>Contributing Factors:</b>	
Domain: 100 Sub domain: 110 510	
<b>Instrument(200):</b>	
Data Type: 1. Attitudinal 2. Attitudinal 3. Attitudinal	Findings(500) 1. 2. 3.

\*Must list at least three findings to justify Contributing Factors

Refer to *Comprehensive Needs Assessment User's Guide* page 65 Table 52 Domain and Sub domain codes

**Data Triangulation – Weaknesses**

<b>Contributing Factors:</b> Lack of differentiated instruction, students enter grade-levels lacking proficiency,	
Domain: Sub domain:	
<b>Instrument(200):</b> Administrative Observations, LEAP iLEAP roster reports, Lesson Plans	
Data Type:	Findings(500)
1. cognitive	1. 68% of 2 <sup>nd</sup> grade students ended the year in need of intensive intervention
2. Behavioral	2. Walkthrough data indicates a lack of differentiated instruction.
3. Archival	3. iSTEEP and Dibels data indicates that students are functioning below grade-level in grades K-3
<b>Contributing Factors:</b>	
Domain: 100 Sub domain: 110 510	
<b>Instrument(200):</b>	
Data Type:	Findings(500)
1. Attitudinal	1.
2. Attitudinal	2.
3. Attitudinal	3.
<b>Contributing Factors:</b>	
Domain: 100 Sub domain: 110 510	
<b>Instrument(200):</b>	
Data Type:	Findings(500)
1. Attitudinal	1.
2. Attitudinal	2.
3. Attitudinal	3.

\*Must list at least three findings to justify Contributing Factors

Refer to *Comprehensive Needs Assessment User's Guide* page 65 Table 52 Domain and Sub domain codes

## 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 (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. Middle school students consistently score higher in ELA than any other subject areas within those grade-levels.	STEEP, iLEAP, LEAP, grade-level meeting logs and data
2. 4 <sup>th</sup> and 8 <sup>th</sup> grade students' achievement levels have steadily increased for three years	LEAP, STEEP, class data(EAGLE)
3.	
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 (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. Lesson plans indicate a direct connection between curriculum guides, assessment guides, and state resources	Lesson plans, iLEAP, LEAP, STEEP
2. A direct connection between curriculum guides, assessment guides, and state resources	Lesson plans, iLEAP, LEAP, STEEP
3.	
4.	
5.	

## 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:

<b>WEAKNESSES (100 characters per box)</b>	<b>DATA SOURCE/INSTRUMENT (100 characters per box)</b>
1. SWD are significantly weaker in Reading than other levels.	iLEAP, iSTEEP, Dibels, class reports
2. Large numbers of student in all grade levels consistently score below basic levels in Reading	iLEAP, iSTEEP, Dibels, class data, report cards
3. Attendance percentages are consistently lower than the state average	MTS attendance data, teacher attendance books, Principal's report cards
4. Behavior incidences are consistently higher than the state and district	Behavior data from MTS, PBS monthly meeting logs, Teacher behavior logs
5.	

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

<b>CONTRIBUTING FACTORS TO THE WEAKNESSES (100 characters per box)</b>	<b>DATA SOURCE/INSTRUMENT (100 characters per box)</b>
1. A lack of sufficient time for addressing at-risk students	Schedules, walk-through data, data analysis reports, Dibels, iLEAP, LEAP
2. Lack of differentiated-instruction	Walk-throughs, lesson plans, formal observations
3. Lack of consistency in adhering to attendance policies and procedures	MTS, teacher attendance documentation, principal's report card,
4. Extensive training in PBS procedures and consistent implementation of school-wide PBS	Monthly PBS logs, MTS behavior reports, teacher conference discipline logs
5.	

*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**

<b>GOAL 1</b>		<b>By 2011-2012 the amount of students achieving proficiency or better will increase in reading.</b>
Louisiana Critical Goal (CG): <input type="checkbox"/> CG1 <input type="checkbox"/> CG2 <input type="checkbox"/> CG3 <input checked="" type="checkbox"/> XCG4 <input type="checkbox"/> CG5 <input type="checkbox"/> CG6 <input type="checkbox"/> CG7 <input type="checkbox"/> CG8 <input type="checkbox"/> CG9		
Research-Based Strategy 1: XRTI <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:		
<b>Indicator of Implementation (250 Characters): Up to 6</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters): Up to 6</b>
1.1 RTI sign-in sheets and lesson plans		1.1 Dibels, iSteep scores measured three times per year
1.2 Tutors on campus and assigned to groups (schedules)		1.2 Dibels, iSTEOP, S.T.A.R., benchmark tests, LEAP, iLEAP, and EAGLE
1.3 Faculty sign-ins, grade-level meeting agendas		1.3 Walk-through data, formal observations, student achievement data
<b>OBJECTIVES(150 Characters): Up to 3</b>		<b>DESIRED OUTCOMES(150 Characters):</b>
<b>1.1</b>	To improve student achievement scores in ELA from 63.0 to 75.0 by the end of 2012 school year.	<b>Improvement in reading comprehension, fluency for all grade levels.</b>
<b>1.2</b>	To improve SWD percent proficient in ELA from 9.5% to at least 30% by the end of 2012 school year.	Improvement in reading comprehension, fluency, and vocabulary skills.

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Activity (1500 Characters)	Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
Consistently implement RTI schedule and plan for at-risk reading students	Classroom teachers, tutors, administrators	Week of August 16, 2011`	Week of May 15, 2011	\$5,000.00 for student supplies	600
Hire four RTI tutors to work with enrichment groups, so certified teachers can work with intensive groups.	Administrators, teacher coaches	Week of August 16, 2011	Week of May 15, 2011	\$34,000.00	600
Provide PD monthly for differentiated instruction  Provide copies of student data to parents during family nights and literacy	Teacher coaches, Administrators, and teacher coaches	Monthly beginning September 2011	Week of May 22 <sup>nd</sup>	4500.00	600

**Summative Evaluation (250 Characters):**

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

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

**Action Plan - Activities indicated should address all subgroups**

<b>GOAL 2</b>	<b>By 2011-2012 the amount of students achieving proficiency or better in Math will increase.</b>	
Louisiana Critical Goal (CG): <input type="checkbox"/> CG1 <input type="checkbox"/> CG2 <input type="checkbox"/> CG3 <input type="checkbox"/> CG4 <input checked="" type="checkbox"/> CG5 <input type="checkbox"/> CG6 <input type="checkbox"/> CG7 <input type="checkbox"/> CG8 <input type="checkbox"/> CG9		
Research-Based Strategy 1: XRTI <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:		
<b>Indicator of Implementation (250 Characters): Up to 6</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters): Up to 6</b>
2.1 Master schedule		2.1 iSTEEP, Maze, iLEAP, LEAP, EAGLE
2.2 sign-ins		2.2 Parent surveys
2.3 Walk-through, student test data, faculty sign-ins, grade-level sign-in		2.3 assessment data, iLEAP, Maze, iSTEEP
<b>OBJECTIVES(150 Characters): Up to 3</b>		<b>DESIRED OUTCOMES(150 Characters):</b>
2.1	To improve math index from 71.32 to at least 75.0 by the end of 2012	<b>Improvement in math index scores for all sub components.</b>

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<b>2.2</b>	SWD will increase proficiency levels from 26.8% to at least 35%	Improvement in percent proficiency levels for SWD				
<b>Activity (1500 Characters)</b>	<b>Responsible Person (100 Characters)</b>	<b>Start Date</b>	<b>Completion Date</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	
Schedule at least thirty additional minutes of direct math instruction	Administration	August 2011	May 2012	\$ 6000.00	600	
Conduct Family Math night to inform parents about specific math issues.	Grade-level teams and administration	September 2011	May 2012	500.00	600	
Monthly professional development related to differentiated instruction.	Administration, teacher coaches, teachers trained in Kagan strategies	September 2011	May 2012	\$4500.00	600	
<b>Summative Evaluation (250 Characters):</b>						
<b>Implementation Issues (250 Characters)</b>	<b>Date Presented</b>	<b>Resolution(s) (250 Characters)</b>	<b>Date Resolved</b>			
	date		date			
	date		date			

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

School Improvement Plan

D – Indicates Discipline Support

<b>GOAL 3</b>	<b>By 2011-2012 the number of students with serious behavior concerns will decrease.</b>	
Louisiana Critical Goal (CG): <input type="checkbox"/> CG1 <input type="checkbox"/> CG2 <input 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: 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 (250 Characters): Up to 6		Procedures for Evaluating Indicators of Implementation (250 Characters): Up to 6
2.1 PBS monthly meeting logs		2.1 MTS data, PBS monthly data review summaries, teacher tracking forms
2.2 PBS faculty PD sign-ins		2.2 Teacher surveys, MTS behavior data, teacher tracking forms
2.3 Parental-involvement nights that highlight PBS incentives		2.3 Parent surveys, student surveys, MTS reports
<b>OBJECTIVES(150 Characters): Up to 3</b>		<b>DESIRED OUTCOMES(150 Characters):</b>
2.1	To decrease the number of total referrals from 780 to 390 by the end of the 2012 school year.	Incidences of major office referrals will decrease
2.2		

School Improvement Plan

Activity (1500 Characters)	Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
Teachers will be trained in PBS procedures and policies	Administration and PBS team	August 8, 2011	May 2012	500.00	600
Students will be identified as at-risk and assigned to mentors for monitoring throughout the year.	PBS coordinator and team	August 2011	May 2012	500.00	600
<b>Summative Evaluation (250 Characters):</b>					
Implementation Issues (250 Characters)	Date Presented	Resolution(s) (250 Characters)		Date Resolved	
	date			date	
	date			date	

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