

The background of the page 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 "CONFIDENCE" in the center. In the center of the seal is an eagle with its wings spread, perched on a globe.

School Improvement Plan White Hills Elementary School East Baton Rouge Parish School System

**Pre-K thru 5th Grades
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Submission Date: *June 2011*

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

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 that includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.	Federal Regulations – Page 3 "Tools" Guidance - 23-25 Rubric – Page 74-76 Appendix – Page 128-130	1. An effective needs assessment	17,18,19,21,22,&23
2. Schoolwide Reform Strategies	Federal Regulations – Page 3 "Tools" Guidance – Page 32-39 Rubric – Page 78 Appendix A – Page 124, 126 Appendix C – Page 132-142	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.	17,18,19,21,22,&23
3. Instruction by Highly Qualified Teachers	Federal Regulations – Page 3 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.	17,18,19,21,22,&23

<p>4. High quality and ongoing professional development for –</p> <ul style="list-style-type: none"> ➤ Teachers ➤ Principals ➤ Paraprofessionals 	<p>Federal Regulations – Page 3 “Tools” Guidance – Page 45-49 Rubric – Page 80-81 Appendix A – Page 124, 126 Appendix E – Page 145-171</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>17,18,19,21,22,&23</p>
<p>5. Strategies to attract high-quality highly qualified teachers to high-need schools</p>	<p>Federal Regulations – Page 3 District Plan 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>22</p>
<p>6. Strategies to increase parent involvement -(Such as family literacy services)</p>	<p>Federal Regulations – Page 3 “Tools” Guidance – Page 50-55 Rubric – Page 81-83 Appendix A – page 124</p>	<p>6. Effective family involvement:</p> <ul style="list-style-type: none"> • 	<p>17,18,19,21,22,23</p>
<p>7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs. (Such as Head Start, Even Start, Early Reading First, or a State-run preschool program)</p>	<p>Federal Regulations – Page 3 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>18</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>Federal Regulations – Page 3 “Tools” Guidance – Page 56-69 Rubric – Page 80-81</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>18,19,21,22,&23</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>Federal Regulations – Page 3 “Tools” Guidance – Page 56-69 Page 81</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>18,19,21,22,&23</p>
<p>10. Coordination and integration of Federal, State, and local services and programs</p>	<p>Federal Regulations – Page 3 Guidance – Page 70-72 Rubric – Page 83-84 Appendix A – Page 125 Appendix G – page 182-195</p>	<p>10. Effective coordination of resources</p>	<p>18,19,21,22,&23</p>

Louisiana Critical Goals

Critical Goal (CG)	Your SIP Page Number(s)
CG1. Students enter Kindergarten ready to learn. Measure: Percentage of Kindergarteners Meeting Benchmark on DIBELS Screening	15-23
CG2. Students are literate by the third grade. Measure: Percentage of Third Graders Earning Basic and Above on iLEAP English Language Arts Assessment	15-23
CG3. Students will enter fourth grade on time. Measure: Percentage of Students Earning Consecutive Promotion from Kindergarten through Fourth Grade	15-23
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.	15-23

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: _____

TABLE OF CONTENTS

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

DISTRICT ASSURANCE 10

FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES..... 11

SCHOOL POLICIES AND PARTNERSHIPS..... 12

DATA TRIANGULATION 13

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT..... 15

ACTION PLAN 17

HIGHLY QUALIFIED TEACHER RECRUITMENT..... 25

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

Assistant Superintendent'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 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 (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): <ul style="list-style-type: none"> Click Here to Enter
List the Distance Learning (i.e., web-based, satellite) courses provided for your students: <ul style="list-style-type: none"> Click Here to Enter

SCHOOL POLICIES AND PARTNERSHIPS

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

School Partnerships (Type the name of each partner in the space provided)	
University	Enter Partner name
Technical Institute	Enter Partner name
Feeder School(s)	Enter Partner name
Community	Enter Partner name
Business/Industry	Exxon Mobil
Private Grants	The Cogburn Foundation
Other	Enter Partner name

DATA TRIANGULATION

Data Triangulation – Strengths

Contributing Factor: Teachers demonstrate the use of best practices.	
Domain: 550 Sub domain: Other	
Instrument(s) (200): EBR Teacher Fall Survey 2010, QST Fall Survey	
Data Type:	Findings (500)
1. Attitudinal	1. 100% of teachers believe the school staff and faculty hold high expectations for student learning.
2. Archival	2. Lesson plans were evident in 100% of all the classrooms.
3. Behavioral	3. 100% of classrooms observed, teachers were using the district adopted Science Kits with fidelity.
Contributing Factor: The school facilities and staff create a safe environment for all students.	
Domain: 110 Sub domain: Personal Safety Respect	
Instrument(s) (200): Teacher and Student Survey Fall 2010, Administrator Comparison Survey Winter 2011, Fall QST Report 2010, PBIS (SET) Score Report 2011	
Data Type:	Findings (500)
1. Attitudinal	1. Over 95% of parents feel that the school has adequate safety procedures.
2. Behavioral	2. QST Fall Environmental Survey states that all students were found to be cooperative and orderly.
3. Archival	3. Effective use of PBIS reward incentives and implementation of Eagle Buck program.
Contributing Factor:	
Domain: 100 Sub domain: NA NA	
Instrument(s) (200):	
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 62 Table 52 Domain and Sub domain codes

Data Triangulation – Weaknesses

Contributing Factor: Lack of effective instruction using high order thinking skills.	
Domain: 510 Sub domain: CIA Instructional Strategies	
Instrument(s) (200): QST Exit Survey Fall 2010, Principal’s Walkthroughs, LEAP/iLEAP Report	
Data Type:	Findings (500)
1. Behavioral	1. Only about 5% of teacher observed used the highest level of Bloom’s Taxonomy in lesson activities.
2. Cognitive	2. 4 th grade LEAP constructed response score was 40%; 3 rd grade iLEAP constructed response was 38% and 5 th grade was also 38%.
3. Attitudinal	3. In the QST Exit Survey only about 50% of the teaching staff was using manipulatives to teach learning skills
Contributing Factor: Lack of implementation of differentiated instructional strategies.	
Domain: 510 Sub domain: CIA Instructional Strategies	
Instrument(s) (200): Principal Walkthroughs, iLEAP/LEAP Reports, QST Classroom Observation Report.	
Data Type:	Findings (500)
1. Behavioral	1. The QST observed 50% of teachers were using whole group instruction.
2. Cognitive	2. The 4 th grade math scores were 42% proficient; the 5 th grade scores were 50% proficient; 49.5% proficient for ED subgroup.
3. Attitudinal	3. Principal QST interview states that teachers should use data more effectively to improve student achievement.
Contributing Factor: Lack of instructional strategies to increase student achievement in reading comprehension.	
Domain: 510 Sub domain: CIA Instructional Strategies	
Instrument(s) (200): DIBELS 2011, Principal’s Walkthroughs, QST Exit Survey 2011, and, Principal Interview and LEAP and iLEAP Report	
Data Type:	Findings (500)
1. Cognitive	1. 33% of 1 st grade students scored benchmark; 35% of 2 nd grade students scored benchmark; 11% of 3 rd grade students scored benchmark.
2. Behavioral	2. Only 44% of QST observed classrooms showed effective strategies used to teach vocabulary.
3. Attitudinal	3. Principal cited ELA% proficient whole school (score is 41.8%, and ED 40.5%) as a weakness.

*Must list at least three findings to justify Contributing Factors
Refer to *Comprehensive Needs Assessment User’s Guide* page 62 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. All groups made AYP.	Winter Subgroup Report
2. Attendance rate is	Principal’s Report Card
3. 3 rd grade Math has the highest percent proficient at 59.0%	Trend Data worksheet, CRT Scores
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. 50% of students in 3 rd grade in Math are proficient	Trend Data CRT Scores
2. 100% of the teachers use a variety of teaching strategies and learning activities.	QST Teacher Survey (Winter 2010)
3. 92% of teachers use setting objectives and providing specific feedback.	QST Classroom Observation
4.	
5.	

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 (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. The social studies percent proficient score for 5 th grade is 46.7%.	Trend Data Worksheet, CRT Scores
2. The science percent proficient score for 4 th grade is 54.0%	Trend Data Worksheet, CRT Scores
3. The science percent proficient score for 5 th grade is 55.6%.	Trend Data Worksheet , CRT Scores
4. The largest gap exist between the percent proficient scores for students with disabilities and other subgroups over 30 points.	Trend Data Worksheet, CRT Scores
5. ELA percent proficient scores for all subgroups are lower than Math by at least 8 points.	Trend Data Worksheet, CRT Scores

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 (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. The ELA percent proficient score for 4 th grade is 34.0%.	2010 LEAP Criterion Reference Test
2. External observers noted that higher order thinking skills was not evident in all classrooms.	QST Exit Survey
3. External observers noted that some teachers are not using manipulatives to teach learning skills.	QST Classroom Survey
4.	
5.	

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

ACTION PLAN

GOAL 1		By 2013-2014 all students will reach high standards attaining proficiency or better in Reading/Language Arts.
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: x <input checked="" type="checkbox"/> RTI x <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
1.1 Screening of all students to identify those at risk for academic and or behavior difficulties.		1.1 Reading Coach will monitor DIBELS assessment using observation checklist. Data collected will be used to determine the need for future screening in DIBELS administration. Student DIBELS folders will be monitored each progress monitoring session each month by the principal, reading coach, and teacher to ensure that all students are screened and progressed monitored.
1.2 Student performance data are collected on a monthly basis and used to identify trends.		1.2 Reading Coach will monitor DIBELS, progress monitoring tools and other common assessments using observation checklist. Data collected will be used to determine fluid intervention groups. Student data will be monitored each progress monitoring session each month by the principal, reading coach, and teacher to ensure that all students are screened and progressed monitored on a regular basis.
1.3 Participates in multiple experiences with a classroom coach in which the use of new practices is the goal.		1.3 Principal and Instructional Coaches will monitor implementation using district walk throughs, reading checklist, and DIBELS data on a monthly basis. Data will be used to make instructional decisions to improve student outcomes.
OBJECTIVES (150 Characters): Up to 3		DESIRED OUTCOMES (150 Characters):
1.1	To increase ELA percent proficient scores in the 4 th grade from 34% to 44% by 2012.	Improvement in phonics, phonemic awareness, vocabulary, fluency and comprehension in 4 th grade.
1.2	To increase ELA percent proficient scores in 5 th grade from 43.1 % to 53% by 2012.	Improvement in proofreading, reading comprehension, reading and responding and using information resources in 5 th grade.

1.3	To increase ELA 3 rd grade iLEAP percent proficient scores from 32% to 42% by 2012.	Improvement in phonics, phonemic awareness, vocabulary, fluency and comprehension in 3rd grade.				
Activity (1500 Characters) Activities indicated should address all subgroups		Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
<p>Initial Professional Development will be held on August 8, 2011 on Data Driven Decision Making for all teacher, ancillary personnel, and paraprofessionals. The principal will also coordinate the follow-up through vertical planning with the leadership team for all teachers including Pre-K and kindergarten on a quarterly basis to analyze student data and align curriculum goals. DIBELS data will be analyzed along with reading progress monitoring assessments. Follow up will be provided by the Reading and Math Coach during weekly collaborative planning. Coaches will provide modeling and coaching of teachers throughout the year.</p>		Principal, Math Coach, and Reading Coach	August 10, 2011/ September 2011	May 2012	\$0.00	NA
<p>Parental Involvement-Comprehension and Fluency Night. The Reading Coach and teachers will conduct seminars on teaching parents comprehension and fluency skills school wide on a quarterly basis. (ie. Real Men Read, Muffins for Moms, LEAP/iLEAP Parent Workshop.) Parents will also learn and understand the process of DIBLES assessment testing, and scoring. Parents will be notified by flyer, school marquee, automated phone calls, and by the school website. Packets of information will be sent home the following day with students. Parents can also contact the school for additional information.</p>		Principal, Reading Coach, teachers	October 2011	April 2012	\$1,926.00	Title I Parental Involvement Budget
<p>Beginning in August, 2011, a district ELA/content trainer or school representative will provide training on the "Write from the Beginning" series for all staff in grades Pre-K thru 5th grades in aligned with Thinking Maps. On- going coaching and modeling will be conducted by the Reading Coach through job embedded professional development and weekly collaborative. Classroom observations by the principal and coach will be conducted weekly to ensure daily implementation by classroom teachers.</p>		Principal, Reading Coach, and district content trainer	August 25, 2011	May 16, 2011	0.00	NA

The following workshops will be attended by the Principal, Reading Coach, and teachers to learn strategies to implement differentiated instruction and RTI: Marzano Conference, and the IRA Conference . The teams attending the conferences will redeliver the techniques and strategies learned by the staff members through professional development/staff meetings. Additional weekly follow-up will occur in grade level collaborative planning meetings.	Principal, Reading Coach, and attending teachers.	October 2011	April 2012	\$4,000.00	Title I Budget
The school staff will be represented by the Principal, Math Coach, Reading Coach, and several teachers will participate in the PLC Coaching Academy process through the EBR school district.	Principal, Reading Coach, Math Coach and the entire staff.	September, October 2011 Twice monthly	February 2012 twice monthly	\$7,500.00	Title I Budget
Faculty Book Study- Learning By Doing by DuFour, DuFour, and Eaker. All teachers will participate in a faculty book study as a part of the school's participation in the PLC Coaching Academy. The book study chapters will be presented during monthly after school staff meetings. Weekly assessments of the effective implementation of the techniques presented in the book study will be completed during collaborative planning sessions and leadership meetings.	Principal, Reading Coach, Math Coach, and all instructional staff members.	September 2011	May 2012	\$550.00	Title I Budget
After school tutoring/iLEAP and LEAP for third, fourth, and fifth grade students. They will receive 90 minutes of instruction, three days a week from school teaching personnel	Principal, teachers	October 3, 2011	March 2012	\$11,344.50	Title I Budget

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

Summative Evaluation (250 Characters): Summative evaluation will include a comparison and analysis of DIBELS, iLEAP/LEAP test data from current and previous school years to assess the overall school improvement and the degree to which the goals and objectives have been met.

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

Action Plan - continued

GOAL 2	By 2013-2014 all students will reach high standards attaining proficiency or better in mathematics.	
Louisiana Critical Goal (CG): x <input type="checkbox"/> CG1 x <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: x <input type="checkbox"/> RTI x <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 Universal Screening (RTI): Early screening of all students to identify those at risk for academic and/or behavior difficulties.		2.1 Every teacher will give a pre-test in August 2011 to determine the needs of every student. Data will be collected and used to determine interventions for identified students. Edusoft benchmark assessments, common assessments, and classroom observations will be used to assess the degree of implementation of HOTS, DI, and small group instruction that will include feedback and support needed for future professional development.
2.2 Progress Monitoring (RTI): Student performance data are collected on monthly basis and used to identify trends.		2.2 Student collected data will we used to determine the need for interventions to identified students.
2.3 Participate in a variety of staff development designs aligned with expected improvement outcomes. (JEPD)		2.3 All assessment data collected, QST feedback, and classroom observations by administrators and instructional coaches will assess the degree of implementation of targeted strategies. The data collected will be analyzed once a month to determine the school's instructional needs.
OBJECTIVES (150 Characters): Up to 3		DESIRED OUTCOMES (150 Characters):
2.1	To increase 3 rd grade iLEAP math percent proficient scores from 48.2% to 59.0% by 2012.	Improvements in measurement, number and number relations, problem solving, computation and constructed response.
2.2	To increase 4 th grade LEAP math percent proficient scores from 42% to 52%.	Improvements in measurement, number and number relations, problem solving, computation and constructed response.
2.3	To increase 5 th grade iLEAP math percent proficient scores from 50% to 60%.	Improvements in measurement, number and number relations, problem solving, computation and constructed response.

Activity (1500 Characters) Activities indicated should address all subgroups	Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
<p>The principal and the leadership team will recruit certified and HQ teachers at the district job fairs and will be provided support in staffing the school by the district. In January 2011 and continuing through the summer, the principal will participate in the New Teacher Project's Louisiana State Staffing Initiative. The Principal will lead the staff through learned activities designed to attract and retain highly qualified staff. The principal and the leadership team will attend the district sponsored job fairs in the summer of 2011 as well as scheduled follow up activities held in the fall and spring by the Office of Human Resources.</p>	<p>EBR District Principal, Math Coach , and Reading Coach</p>	<p>June 2011</p>	<p>June 2012</p>	<p>none</p>	
<p>The principal and instructional coaches will coordinate vertical planning development activities for all classroom teachers including pre-k and kindergarten teachers on a quarterly basis to analyze student data (FASTT Math, Study Island, and Benchmark Assessments) and align curriculum goals. Follow up will be provided by the math coach during weekly collaborative planning. The math coach will provide modeling and coaching of teachers throughout the year.</p>	<p>Math Coach, Math content trainer, and principal. JEPD</p>	<p>September 2011</p>	<p>May 2012</p>	<p>\$1,500.00</p>	<p>Title I Budget</p>
<p>One math teacher from each grade level (2nd, 3rd, and 4th grades) will attend EBR district math summer courses from July to August 2011. Teachers will also attend Professional Development sessions from September 2011 to March 2012. Teachers will re-deliver information from their training sessions to the other teachers on their grade level during collaborative planning.</p>	<p>Math Coach, teachers. (JEPD)</p>	<p>July 2011 to September 2011 to</p>	<p>August 2011 March 2012</p>	<p>none</p>	
<p>The math coach will facilitate Family Math Night. During this activity teachers will direct student in small group sessions to demonstrate to parents their skills in measurement, number and number relations, and probability. Parents will engage in helping their children with problem solving activities. Parents will also be provided with information on the RTI process and strategies to help their children. Teachers will follow-up with analyzing reflection sheets to determine areas of weakness. Parents will be notified by newsletter and automated message system, and school marquee. Packets used will be sent home the next day for parents who could not attend.</p>	<p>Principal, Math Coach, and teachers</p>	<p>December 15,2011</p>	<p>December 15, 2011</p>	<p>\$750.00</p>	<p>Title I Budget</p>
<p>In January 2012 The Math Mini Olympics will be held throughout the school after the Reading Block. This event will be held with our business partner EXXON-MOBIL. Prior to this event, parents will be notified by newsletter, flyer, the school's website and marquee, and the Black Board Connect automated system. Packets will be sent home to parents who cannot attend.</p>	<p>Principal, Math Coach, and teachers</p>	<p>March 14, 2012</p>	<p>March 14, 2012</p>	<p>&500.00</p>	<p>Title I Budget</p>

<p>In April, 2012 one teacher , the Principal and the Math Coach will attend The NCTM national conference in Philadelphia, PA to learn strategies using HOTS, Differentiated Instruction and RTI. Participants will re-deliver in scheduled weekly collaborative planning/job embedded professional development to provide support to fellow administrators, teachers, and interventionists with implementation of learned strategies.</p>	<p>Principal, Math Coach, and teachers</p>	<p>April 25, 2012</p>	<p>April 28, 2012</p>	<p>\$6,500.00</p>	<p>Title I Budget</p>

F-C-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

Summative Evaluation (250 Characters): Summative evaluation will include a comparison and analysis of DIBELS, LEAP & iLEAP test data from current and previous school years(s) to examine overall school improvement and the degree to which goals and objectives have been attained.

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

HIGHLY QUALIFIED TEACHER RECRUITMENT

Provide a *District plan* or policy Teacher Quality Strategies (plan for attracting high quality teachers). Identify revision date on SIP School Policy chart.

District Plan:

The (Office of Human Resources) OHR recruits prospective employees through: university-sponsored teacher recruitment fairs, newspaper ads, billboards, electronic job search engines, parish and state websites, university and community engagement activities, and direct office contacts, Council for the Development of French in Louisiana (CODOFIL), alternative teacher certification programs, and retire/rehire procedures. OHR sponsors several events throughout the year such as the Transfer Fair for teachers who desire a transfer and the New Teacher Job Fairs where highly qualified teachers are able to interview with principals prior to the Fall and Spring semesters. The OHR adheres to employment policies as set forth by staffing guidelines prescribed by the state.

The Office of Human Resources maintains a state of the art internet based application system. Prospective personnel are required to submit an online application for employment with documents verifying their qualifications and experience. Principals and designated administrators have access to the Candidates in the application database in order to view available professionals for their campus. They are also able to view all documents submitted and contact references through the online system.

The OHR has a clear process for employee placement. School vacancies are identified and confirmed with the school location principal. Applicant credentials are checked through the Louisiana Department of Education for certification and highly qualified status. Interviews are scheduled between the principal and qualified applicant at the school site. Background checks are made. The applicant will next report to the OHR to complete an employment packet. Upon completion of the employment packet, the applicant obtains a clearance form to report to his/her respective school campus to begin the instructional assignment.

In an attempt to attract and retain high-quality teachers in low performing schools, the district is piloting a Pay for Performance program named Pro Options. Pro-Options is a voluntary system of supplements and incentives for teachers in the East Baton Rouge Parish School System (EBRPSS). While the traditional pay schedule will be unchanged and provide base compensation, a teacher may choose from a menu of individual and group options to earn performance pay. The objectives of Pro-Options are to (1) attract, retain, and maintain the highest qualified teachers, especially into Intensive Schools, while competing in the employment market and (2) increase/reward student achievement and teacher professional growth. Intensive Schools are defined as schools with a school performance score under 70.