

The background features a large, faint 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 "COMMISSIONER OF EDUCATION" in the center. In the center of the seal is an eagle with its wings spread, perched on a globe.

School Improvement Plan Woodlawn High School School East Baton Rouge Parish School System

**9-12
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Baton Rouge, La 70817
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Submission Date: *June 30, 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	20,21,22,25,26
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.	20,21,22,25,26
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.	20,21,22,25,26

<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>20,21,22,25,26</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>6. Strategies to increase parent involvement - <i>(Such as family literacy services)</i></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>20,21,22,25,26</p>
<p>7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs. <i>(Such as Head Start, Even Start, Early Reading First, or a State-run preschool program)</i></p>	<p>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>20,21,22,25,26</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>20,21,22,25,26</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>20,21,22,25,26</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>	

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	N/A
CG2. Students are literate by the third grade. Measure: Percentage of Third Graders Earning Basic and Above on iLEAP English Language Arts Assessment	N/A
CG3. Students will enter fourth grade on time. Measure: Percentage of Students Earning Consecutive Promotion from Kindergarten through Fourth Grade	N/A
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	N/A
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	N/A
CG6. Students will graduate on time. Measure: Cohort Graduation Rate (Percentage of Students Graduating in Four Years)	20,21,22,25,26
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)	20,21,22,25,26
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	N/A
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.	20,21,22,25,26

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 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 checked="" type="checkbox"/>	<u>4</u>	<input type="checkbox"/>	<input type="checkbox"/>
Extended Day Program	<input type="checkbox"/>	<u>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
HIPPY	<input type="checkbox"/>	<u>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH	<input checked="" type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH 2 Science	<input type="checkbox"/>	<u>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH Social Studies	<input type="checkbox"/>	<u>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
La GEAR-UP	<input checked="" type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>
LaSIP	<input type="checkbox"/>	<u>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
LEAD TECH	<input checked="" type="checkbox"/>	<u>6</u>	<input type="checkbox"/>	<input type="checkbox"/>
Math/Science Partnership	<input type="checkbox"/>	<u>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-School Program (s)	<input type="checkbox"/>	<u>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
School-to-Work	<input checked="" type="checkbox"/>	<u>6</u>	<input type="checkbox"/>	<input type="checkbox"/>
The Strategic Instruction Model (SIM)	<input type="checkbox"/>	<u>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Accelerated Reader	<input checked="" type="checkbox"/>	<u>4</u>	<input type="checkbox"/>	<input type="checkbox"/>
Prostart	<input checked="" type="checkbox"/>	<u>8</u>	<input type="checkbox"/>	<input type="checkbox"/>

List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above):

-

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

- Algebra I Online

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	2007	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	2007	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	2007	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Security Procedures (metal detectors, etc.)	§ 339/741	2009	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	2009	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Student Code of Conduct	§ 1115/741	2009	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Teacher Quality Strategies (plan for attracting high quality teachers)	§ 1114/Title I	2010	<input checked="" 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	Baton Rouge Community College, Southeastern Louisiana University, Louisiana State University
Technical Institute	Louisiana Technical College, American Builders and Contractors, ITT
Feeder School(s)	Woodlawn Middle, Southeast Middle
Community	Woodlawn Baptist Church, Healing Place Church
Business/Industry	Raising Caines, Hones Creek Business Association, ISC
Private Grants	Enter Partner name
Other	Enter Partner name

DATA TRIANGULATION

Data Triangulation – Strengths

Contributing Factor: School promotes high expectations for students.	
Domain: 200 Sub domain: 210	
Instrument(s) (200): Parent Survey, Student Survey, Administrative Walkthroughs	
Data Type: 1. Attitudinal 2. Attitudinal 3. Behavioral	Findings (500) 1. Parent and Student Survey states that they believe their child needs a good education for success as an adult 2. Parent Survey shows that parent believes their child will attend college or other form of higher education after graduation from high school 3. Administrative Walkthrough data shows that expectations are clearly expressed and posted in the classroom
Contributing Factor: High student engagement	
Domain: 500 Sub domain: 510	
Instrument(s) (200): Administrative Walkthrough, Student Survey, Teacher Survey	
Data Type: 1. Cognitive 2. Attitudinal 3. Behavioral	Findings (500) 1. GEE Math scored increased by 10% from '07-'08 to '09-'10. 2. Teacher Survey states that teachers believe they use a variety of teaching strategies and learning activities 3. Administrative walkthrough data indicates that 45% were 100% engaged
Contributing Factor: Resources are readily available	
Domain: 700 Sub domain: 710	
Instrument(s) (200): QST Teacher Focus Group, Teacher Survey, ERO data	
Data Type: 1. Contextual 2. Contextual 3. Cognitive	Findings (500) 1. School-wide inventory indicates an increase of the installation and implementation of Activeboard in the classroom 2. ERO data shows Increase in teachers being trained on use of Activeboard and EAGLE from '08-'09 to '09-'10. 3. Teacher portfolios show a variety of resources used in the classroom.

*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 hands on activities in the classroom	
Domain: 500 Sub domain: 510	
Instrument(s) (200): Administrative Walkthrough, QST Student Focus Group, GEE Trend data	
Data Type:	Findings (500)
1. Cognitive	1. 47% of the students were below basic on the GEE ELA test.
2. Behavioral	2. Whole Group Instruction was the predominate form of classroom organization this makes it difficult to differentiate instruction.
3. Attitudinal	3. QST student focus group interview states that there is a lack of hands-on, projects, and group work in the classroom.
Contributing Factor: Lack of writing in the math classroom	
Domain: 500 Sub domain: 520	
Instrument(s) (200): Administrative Walkthrough, LEAP/GEE School Performance Report Assessment Worksheet	
Data Type:	Findings (500)
1. Cognitive	1. The average percent correct on the Constructed Response subtest for GEE Math is 41%.
2. Attitudinal	2. Parent Survey states that parents feel their child does not receive extra support from his/her teacher when needed.
3. Behavioral	3. Administrative walkthrough data shows a lack of writing activities in the math classroom.
Contributing Factor: Consequences for discipline is inconsistent	
Domain: 100 Sub domain: 120	
Instrument(s) (200): QST Student Focus Group, QST Teacher Focus Group, E-School data	
Data Type:	Findings (500)
1. Attitudinal	1. QST Faculty and Student Focus Group states that the managing of discipline varies.
2. Attitudinal	2. Parent Survey states that the school staff and faculty does not inform them when their child is having problems
3. Behavioral	3. E-School shows an increase in student discipline behavior reports from '08-'09 to '09-'10

Contributing Factor: Lack of exposure and comprehension of reading content	
Domain: 500 Sub domain: 520	
Instrument(s) (200): Department Observation, Benchmark Assessment Data, School Performance Report Assessment Worksheet	
Data Type:	Findings (500)
1. Cognitive	1. Students scored 54% on Reading, Analyzing, and Responding to Literature on the GEE ELA.
2. Behavioral	2. Administrative walkthroughs indicate that only 13% of students are actively engaged in literacy activities and only 11% are engaged in writing activities.
3. Cognitive	3. Benchmark Assessment from Fall 2009 shows 41% of students scored low on correct spelling.

*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. 100% of the Asian subgroup scored proficient in Math.	iLEAP and GEE trend data
2. 82.9% of the White subgroup scored proficient in Math.	iLEAP and GEE trend data
3. The SPS score increased by 5.5% from '08-'09 to '09-'10	Principal Report Card

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. School promotes high expectations for students.	Parent Survey, Student Survey , Administrative Walkthrough
2. High student engagement	Administrative Walkthrough, Student Survey, Teacher Survey
3. Resources are readily available	QST Teacher Focus Group, Teacher Survey, ERO data

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. 4.7% of LEP subgroup scored proficient in ELA.	iLEAP and GEE trend data
2. 22.8% of the SWD subgroup scored proficient in ELA.	iLEAP and GEE trend data
3. 48% of the ED subgroup scored proficient on the GEE ELA.	GEE trend data
4. Average percent correct in GEE Math is 41% on the Constructed Response item.	GEE subgroup data

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. Lack of hands on activities in the classroom	Administrative Walkthrough, QST Student Focus Group, GEE Trend data
2. Lack of writing in the math classroom	Administrative Walkthrough, School Performance Report Assessment worksheet
3. Consequences for discipline is inconsistent	QST Student Focus Group, QST Teacher Focus Group, E-School data
4. Lack of exposure and comprehension of reading content	Department Observation, Benchmark Assessment Data, School Performance Report Assessment worksheet

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 checked="" type="checkbox"/> CG6 <input checked="" type="checkbox"/> CG7 <input type="checkbox"/> CG8 <input checked="" type="checkbox"/> CG9			
Research-Based Strategy 1: <input type="checkbox"/> RTI <input checked="" type="checkbox"/> JEPD <input checked="" 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 Instructional staff participates in professional learning experiences that include common planning and feedback from departmental-developed rubric.		1.1 Sign in sheets, Unit plans and activities, team binders, agendas	
1.2 School leaders, teachers, students, parents, and the community annually celebrate improvements and accomplishments.		1.2 Bulletin board, certificates, tracking forms, newsletters	
1.3 Instructional staff engages in a variety of professional learning activities that are specifically aligned with identified school improvement outcomes.		1.3 Monthly sign in sheets, agendas, sample activities	
OBJECTIVES (150 Characters): Up to 3		DESIRED OUTCOMES (150 Characters):	
1.1	To increase Whole School ELA percent proficiency from 58.2% to a proficiency level equivalent to 62% on EOC	Increase “Reading, analyzing, and responding to literature” skills	
1.2	To increase 10 th Grade ELA Whole School percent proficiency from 55% to a proficiency level equivalent to 58% on EOC.	Increase “Reading, analyzing, and responding to literature” skills	
1.3	To increase 9 th Grade iLEAP ELA Whole School percent proficiency from 63% to a proficiency level equivalent to 66% on EOC.	Increase “Reading, analyzing, and responding to literature” skills	

Activity (1500 Characters) Activities indicated should address all subgroups	Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
Teachers will be in-serviced on professional learning communities on August 8 th and 9 th .	Administrators and Teachers	August 8, 2011	August 9, 2011	\$0.00	NA
Teachers will be in-serviced on various instructional strategies and techniques throughout the school year.	Administrators Teachers Consultants/Presenters	January 2012	On-going		
Teachers will be in subject specific teams. Guidelines and norms will be created.	Administrators and Teachers	August 2011	Ongoing	0.00	T1 SI
Teachers will collaborate in subject specific teams to create common unit plan and activities.	Administrators and Teachers	August 2011	Ongoing		T1 SI
Administrators, teachers, students, and community will participate in Freshman Academy camp on August 4 th .	Administrators, Teachers, Students, and Communities	August 4, 2011	August 4, 2011	0.00	T1 SI
Administrators and teachers will attend a professional development on latest research and strategies.	Administration	August 2011	Ongoing		T1 SI
Students will be recommended to tutoring. Students will attend tutoring on Tuesday and Thursday afternoons.	Administration Teachers Students	January 2012	Ongoing		T1 SI
Students will use various manipulatives to engage in hands on student activities which are based on classroom instructional techniques.	Teachers and Students	September 2011	Ongoing	0.00	T1 SI
Students will complete common activities that require use of various types of technology such as computers, laptops, and flash drives.	Teachers and Students	October 2011	On going	0.00	T1 SI
Department meetings will include the creation, implementation, and critiquing of writing across the curriculum as well as creation of rubrics.	Department Heads	Aug. 2011	Ongoing	0.00	T1 SI

STEM-Indicates Science, Technology, Engineering, and Mathematics Activities
D – Indicates Discipline Support Activities

CCR-Indicates College and Career Readiness Activities

L-Indicates Literacy Activities

Summative Evaluation (250 Characters):

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 science.					
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 checked="" type="checkbox"/> CG6 <input checked="" type="checkbox"/> CG7 <input checked="" type="checkbox"/> CG8 <input checked="" type="checkbox"/> CG9							
Research-Based Strategy 1: <input type="checkbox"/> RTI <input checked="" 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 Instructional staff participates in professional learning experiences that includes common planning and feedback from departmental-developed rubric.			1.1 Sign in sheets, Unit plans and activities, team binders, agendas				
1.2 School leaders, teachers, students, parents, and the community annually celebrate improvements and accomplishments.			1.2 Bulletin board, certificates, tracking forms, newsletters				
1.3 Instructional staff engages in a variety of professional learning activities that are specifically aligned with identified school improvement outcomes			1.3 Monthly sign in sheets, agendas, sample activities				
OBJECTIVES (150 Characters): Up to 3			DESIRED OUTCOMES (150 Characters):				
2.1	To increase the whole school Science Percent Proficient from 53.3% to 58.0% by May 2012.		Students engaged in meaningful instruction as a means to improve school Science test scores.				
2.2	To increase the Black Percent Proficient in Science from 43.0% to 48.7% and the Hispanic Percent Proficient in Science from 30.8% to 37.7% by May 2012.		Students engaged in meaningful instruction as a means to improve Science test scores among minorities.				
2.3	To increase the ED Percent Proficient in Science from 49.6% to 54.6% by May 2012.		Students engaged in meaningful instruction as a means to improve Science test scores in the ED population.				
Activity (1500 Characters) Activities indicated should address all subgroups			Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
Teachers will be in-serviced on professional learning communities on August 8 th and 9 th .			Administrators and Teachers	August 8, 2011	August 9, 2011	\$0.00	NA

Teachers will be in-serviced on various instructional strategies and techniques throughout the school year.	Administrators Teachers Consultants/Prese nters	January 2012	On-going		
Teachers will be in subject specific teams. Guidelines and norms will be created.	Administrators and Teachers	August 2011	Ongoing	0.00	T1 SI
Teachers will collaborate in subject specific teams to create common unit plan and activities.	Administrators and Teachers	August 2011	Ongoing		T1 SI
Administrators, teachers, students, and community will participate in Freshman Academy camp on August 4 th .	Administrators, Teachers, Students, and Communities	August 4, 2011	August 4, 2011	0.00	T1 SI
Administrators and teachers will attend a professional development on latest research and strategies.	Administration	August 2011	Ongoing		T1 SI
Students will be recommended to tutoring. Students will attend tutoring on Tuesday and Thursday afternoons.	Administration Teachers Students		Ongoing		T1 SI
Students will use various manipulatives to engage in hands on student activities which are based on classroom instructional techniques.	Teachers and Students	September 2011	Ongoing	0.00	T1 SI
Students will complete common activities that require use of various types of technology such as computers, laptops, and flash drives.	Teachers and Students	October 2011	On going	0.00	T1 SI
Department meetings will include the creation, implementation, and critiquing of writing across the curriculum as well as creation of rubrics.	Department Heads	Aug. 2011	Ongoing	0.00	T1 SI

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):			
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.