

School Improvement Plan

Submission Date: *October 28, 2011*

Cecilia Primary
Pre-k – 2nd
P.O. Box 97
Cecilia, La. 70521
Wanda Q. Guidry
(337)667-6700

wanda_guidry@stmartin.k12.la.us

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: Wanda Guidry

Phone: (337)667-6700

E-mail: wanda_guidry@stmartin.k12.la.us

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 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. Schoolwide Reform Strategies	32 – 39	2. A <i>strategy</i> for school improvement is a method for achieving the identified objectives. (e.g., using graphic organizers, visual imagery, and summarization). Scientifically Based Research (ESEA; Title IX, Part A) is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.	18,22
3. Instruction by Highly Qualified Teachers	Rubric, Page 80	3. Provide an assurance that the instruction will be provided by highly qualified teachers. In addition, job-embedded professional development will be directed to address the needs of teachers and other staff members in the school to ensure academic achievement problems are identified for improvement.	19,23

School Improvement Plan

<p>4. High quality and ongoing professional development for –</p> <ul style="list-style-type: none"> ➤ Teachers ➤ Principals ➤ Paraprofessionals 	<p>45 – 49</p>	<p>4. Effective Professional Development incorporates the following:</p> <ul style="list-style-type: none"> • Focuses on the knowledge, skills, and attitudes required of teachers, administrators, and other school employees so all students can learn and perform at high levels • Creates a learning community in which substantive professional development is linked primarily to content knowledge and instructional strategies • Provides opportunities for job-embedded professional development • Provides plans for follow-up and support to ensure teacher/student learning • Focuses on student needs • Prepares educators to demonstrate high expectations for all student learning 	<p>19, 23</p>
<p>5. Strategies to attract high-quality highly qualified teachers to high-need schools</p>	<p>Attached to School Improvement Plans</p>	<p>5. Provide a <i>District plan</i> or policy Teacher Quality Strategies (plan for attracting high quality teachers) Identify revision date on School Policy chart, page 15 of SIP.</p>	<p>11</p>
<p>6. Strategies to increase parent involvement <i>(Such as family literacy services)</i></p>	<p>50 – 55</p>	<p>6. Effective family involvement:</p> <ul style="list-style-type: none"> • 	<p>20, 24</p>
<p>7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs. <i>(Such as Head Start, Even Start, Early Reading First, or a State-run preschool program)</i></p>	<p>http://www.ed.gov/policy/elsec/guid/preschoolguidance.pdf</p>	<p>7. Serving Preschool Children Under Title I Non-Regulatory Guidance: Section B-11.</p> <ul style="list-style-type: none"> • Professional development • Teacher classroom visits • Children portfolios 	<p>11</p>

School Improvement Plan

<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 style="text-align: center;">Curriculum Section, pages 56 – 69</p> <p style="text-align: center;">Rubric, pages 78 – 81</p>	<p>8. What processes are in place for administrator(s) to identify teachers’ professional development needs related to content, instructional strategies, and classroom assessment?</p> <p>The SIP must present the actual people who will see the activities have taken place, not only the trainer, model provider, or a group of people, but those who will be responsible for setting them up and ensuring they are completed.</p>	<p style="text-align: center;">19-20, 23-24</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 style="text-align: center;">56 – 69</p>	<p>9. The Administration monitors the Taught Curriculum</p> <p style="text-align: center;">Teacher teams, with the SIT and School Support Team improves the Taught Curriculum</p>	<p style="text-align: center;">20, 24</p>
<p>10. Coordination and integration of Federal, State, and local services and programs</p>	<p style="text-align: center;">70 – 72</p>	<p>10. Effective coordination of resources</p>	<p style="text-align: center;">19-24</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: _____

TABLE OF CONTENTS

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

DATA PORTFOLIO

DISTRICT ASSURANCE.....

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

SCHOOL POLICIES AND PARTNERSHIPS.....

DATA TRIANGULATION SHEETS.....

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

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	<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 checked="" type="checkbox"/>	<u>11</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 checked="" type="checkbox"/>	<u>7</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 checked="" type="checkbox"/>	<u>5</u>	<input type="checkbox"/>	<input type="checkbox"/>
School-to-Work	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
The Strategic Instruction Model (SIM)	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Click Here to Enter	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Click Here to Enter	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>

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

SCHOOL POLICIES AND PARTNERSHIPS

Policy	Policy #/Bulletin #	Date revised	Copy on file at school?	
			<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Crisis Management (emergency/evacuation plan)	§ 339/741	9-2011	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	9-2011	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	9-2011	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Security Procedures (metal detectors, etc.)	§ 339/741	9-2011	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	9-2011	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Student Code of Conduct	§ 1115/741	9-2011	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Teacher Quality Strategies (plan for attracting high quality teachers)	§ 1114/Title I	8-2011	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Transition Plan for Pre-School Children	§ 1114/Title I	8-2011	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

School Partnerships (Type the name of each partner in the space provided)	
University	University of Louisiana at Lafayette
Technical Institute	Enter Partner name
Feeder School(s)	Enter Partner name
Community	St. Martin Parish Library, St. Joseph Church, St. Rose of Lima Church, St. Martin Parish Sheriff's Dept., St. Martin Parish District Attorney's Office
Business/Industry	Sonic Drive-In of Acadiana (Breaux Bridge), Green's Piggly Wiggly, Farmers & Merchants Bank, Promethean Planet, Landry's Seafood, Coca-Cola Bottling
Private Grants	Enter Partner name
Other	ST. Martin Parish School-Based Health Center

Data Triangulation – Strengths

Contributing Factors: Use and availability of technology.	
Domain: 700 Sub domain: 710	
Instrument(200): 1) Instructional Staff Questionnaire, 2) Faculty Needs Assessment, 3) Classroom Observations	
Data Type:	Findings(500)
1. Attitudinal	1. 92.9% of teachers indicated that they use computers as a tool or resource some of the time or extensively.
2. Attitudinal	2. 71% of responses for the “strengths” indicator regarding “coordinated resources” listed “materials” available to them and are a strength of the school. “Coordinated resources” ranked as the third highest overall strength of the school for this assessment.
3. Behavioral	3. 64.4% of classroom observations showed use of technology other than computers.
Contributing Factors: Positive Discipline Supports	
Domain: 100 Sub domain: 120	
Instrument(200): 1) Instructional Staff Questionnaire, 2) Faculty Needs Assessment, 3) JPAMS Data System	
Data Type:	Findings(500)
1. Attitudinal	1. 97% of staff agree or strongly agree that they have given rewards other than verbal praise for students’ appropriate behaviors in the last two months.
2. Attitudinal	2. 69% of responses for the “strengths” indicator regarding “School Climate” reported “discipline/positive behavior” as a strength. “School Climate” ranked as the second highest Overall strength of the school based on this assessment.
3. Archival	3. The number of major referrals decreased from 882 (54%) in 2008-2009, 701 (43.8%) in 2009-2010, to 197 (26%) in 2010-2011.
Contributing Factors: Monitoring student performance	
Domain: 500 Sub domain: 540	
Instrument(200): 1) Instructional Staff Questionnaire, 2) Classroom Observations, 3)Faculty Needs Assessment	

School Improvement Plan

Data Type:	Findings(500)
1. Attitudinal	1. 85.8% of teachers agree or strongly agree that they have changed instructional practices to meet students' needs.
2. Behavioral	2. 97.8% of observations showed that teachers consistently monitor student performance.
3. Attitudinal	3. 55% of responses for the "strengths" indicator for "School Culture" listed "collaboration" as a strength. "School Culture" was the highest overall ranked indicator on this assessment.

*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

Contributing Factors: Collaboration between parents, teachers, and administrators	
Domain: 200 Sub domain: 220	
Instrument(200): 1) Instructional Staff Questionnaires, 2) Faculty Needs Assessment, 3) Administrator Questionnaire	
Data Type: 1. Attitudinal 2. Attitudinal 3. Attitudinal	Findings(500) 1. 26.7% of staff disagree that faculty meetings are frequent and productive; 25.7% of teachers disagree that teachers and administrators engage in collaborative decision making. Both of these indicators had the lowest mean of all on the questionnaire. 2. 42% of responses for the “weaknesses” indicator regarding “Leadership” listed “support for personnel” as a weakness. 3. The administration only “ <i>agrees</i> ” that staff members and parents work together to improve the school.
Contributing Factors: Lack of variety of instructional practices which employ HOTS	
Domain: 500 Sub domain: 510	
Instrument(200): 1)Classroom Observations, 2)Classroom Observations, 3) Instructional Staff Questionnaires	
Data Type: 1. Behavioral 2. Behavioral 3. Attitudinal	Findings(500) 1. 65.6% of observations indicated that cooperative/collaborative learning was used none of the time or rarely. 2. 22.3% of observations show that HOTS was used none of the time or rarely. 3. 31% of teachers rarely or never use sustained writing/composition.
Contributing Factors: Behavior Problems interfere with Learning	
Domain: 100 Sub domain: 120	
Instrument(200): 1) Student Questionnaires, 2)Faculty Needs Assessment, 3) JPAMS Data System	

School Improvement Plan

<p>Data Type:</p> <p>1. Attitudinal</p> <p>2. Attitudinal</p> <p>3. Archival</p>	<p>Findings(500)</p> <p>1. 37% of students disagree or strongly disagree that behavior problems do not interfere with learning at school; 31.3% also disagree or strongly disagree that they have not seen or been in any fights at school in the last 6 months. These two indicators rank as #2 & #3 for weaknesses from the students questionnaire.</p> <p>2. 35% of responses for the “weaknesses” indicator regarding “School Climate” indicated “discipline/positive behavior” as a weakness. This item, school climate, ranked third among the overall weaknesses from this assessment.</p> <p>3. According to the Faculty Needs Assessment and Student Questionnaires, “Behavior Problems Interfere with Learning” seems to be a weakness. However, according the JPAMS Data there has been a decline in referral rates. Total number of major referrals has declined from 882 in 2008-2009, 701 in 2009-2010 to 197 in 2010-2011. The number of fights has declined from 169 in 2008-2009, 71 in 2009-2010 to 8 in 2010-2011. In-School Suspension rates have declined from 134 in 2008-2009, 96 in 2009-2010 to 30 in 2010-2011. Out-of-School Suspension rates have declined from 130 in 2008-2009, 79 in 2009-2010 to 34 in 2010-2011.</p>
--	---

*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. Math is a strength in whole school subgroup with a score of 78% proficient.	Subgroup % Proficient Trend Data
2. The Achievement Gap is 12 points in English Language Arts for the subgroups of White 74% proficient and Black and Economic Disadvantage with 62% proficient.	Subgroup % Proficient Trend Data
3. Students with Disabilities have an increase with a math percent proficient score of 36% in 2009, 36% in 2010 and 58% in 2011.	Subgroup % Proficient Trend Data

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. Use and availability of technology.	Faculty Need Assessment; Instructional Staff Questionnaire; Classroom Observations
2. Positive Discipline Supports	Faculty Need Assessment; Instructional Staff Questionnaire; Student Questionnaire; Administrator Questionnaire
3. Monitoring student performance	Faculty Need Assessment; Classroom Observations (attributes and strategies); Student Questionnaire; Administrator Questionnaire

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:

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1.English Language Arts whole school subgroup has a weakness with a decline of 76% proficient in 2010 to a 68% proficient in 2011.	Subgroup % Proficient Trend Data
2.The Achievement Gap is 28 points in Math for the subgroups of White with 86% proficient and students with Disabilities with 58% proficient.	Subgroup % Proficient Trend Data
3.Social Studies whol school subgroup shows a declining index score of 92.9 points in 2009, 87.2 points in 2010 and 86.0 points in 2011.	CRT (iLEAP) Trend 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. Collaboration between parents, staff, and administrators for decision-making or school improvement.	Faculty Need Assessment; Instructional Staff Questionnaire; Administrator Questionnaire
2. Behavior Problems interfere with learning	Faculty Need Assessment; Instructional Staff Questionnaire; Student Questionnaire
3. Lack of variety of instructional strategies which employ HOTS skills.	Classroom Observations; Instructional Staff Questionnaire

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

GOAL 1	By 2013 -2014, all students will reach high standards, attaining proficiency or better in Reading/Language Arts	
Research-Based Strategy 1: <input checked="" type="checkbox"/> 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
<p>1.1 Universal screening and regular benchmark assessment: RTI coach will monitor DIBELS Next Benchmark Assessment data and Progress Monitoring (PM) data in order to select specific strategies/interventions based upon student needs. Based upon data, students will be placed into Tiered Intervention levels as needed. Student RTI folders will be monitored after each PM by RTI Coach/team in order to assure that student needs are met. Teachers will conduct progress monitoring in TIER I. RTI Coach and tutors will conduct progress monitoring in TIER II & TIER III.</p>		<p>Tiered intervention sessions will be monitored by RTI coach using RTI Data Log. The data will be used to determine whether student needs are being met or if an additional/alternative plan of action is needed. RTI Coach and team will conduct DIBELS Next BMA three times per year and PM monitoring every 3 weeks.</p>
<p>1.2 Teachers will meet with RTI Coach as needed to discuss students who are not currently in Tiers but who scored intensive on DIBELS Next Benchmark testing. These students' weekly test scores will be monitored and students will be progress monitored every three weeks.</p>		<p>Notes from RTI Coach will be available to document discussions regarding students' progress and placement decisions. Reports from DIBELS Next Database will be available. Lists will be generated to identify student placement into Tiers.</p>
OBJECTIVES(150 Characters): Up to 3		DESIRED OUTCOMES(150 Characters):

School Improvement Plan

1.1	To increase ELA 3 rd grade ILEAP Index Scores from 88.9 to 99.3 by Spring 2012.	Improved mastery of GLEs on benchmark assessments.				
1.2	To increase ELA 3 rd grade SWD Percent Proficient from 48.0% to 53.2% by Spring 2012.	Improved mastery of GLEs on benchmark assessments.				
Activity (1500 Characters)		Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
<p>Initial PD: August, 2011: Principal, teachers, and tutors will be provided initial training in providing quality scientifically based instruction that is aligned to state content standards as well as training in RTI, LETRS, and Differentiated Instruction methods in order to meet student needs. Tutors: training in delivering 20-30 minute session for tiered tutoring. Strategies will be identified for each tier of intervention to ensure that individual needs are met in the area of reading. PBIS data and activities will be shared with all faculty and staff. (C, L, D)</p>		Principal, Curriculum Coordinator, Reading/Math Facilitator, RTI Coach	8-12-11	8-12-11		
<p>Job Embedded PD: Principal, RTI Coach, teachers, and tutors will engage in common planning time weekly, using a study group format, for job embedded PLC groups to analyze data, identify interventions/strategies aligned with student deficiencies, and address problems/concerns based upon specific student needs. Joint curriculum planning will focus on strategy instruction as well as differentiated instruction in order to integrate these into the instructional process. Teachers will discuss Differentiated Instruction strategies viewed in PD360 assignments. Teachers attending offsite professional development inservices will redeliver information and strategies learned during PLCs. Beginning teachers will conduct peer observations during the school year. During monthly Leadership Council meetings PBIS data will be shared with the committee which will in-turn be shared at weekly PLCs. (PD, C, L, D)</p>		Principal, Curriculum Coordinator, Reading/Math Facilitator, RTI Coach, Grade Level Chair	8-12-11	5-31-12	\$1864.00	Title 2

School Improvement Plan

<p>Implementation: Principal, RTI Coach, teachers, and tutors will ensure daily that (1) students are exposed to core math instruction as well as differentiated instruction based upon individual student needs, (2) identified students attend daily scheduled intervention sessions within the regular school day as prescribed by the student’s intervention plan, (3) students below grade level in math will receive supplemental instruction and/or tiered intervention tutoring, (4) subgroup deficiencies will be addressed in PLC’s and/or additional professional development. Differentiated Instruction strategies learned through PD360 assignments will be implemented in the class as indicated on lesson plans. Positive Discipline strategies will be incorporated in all classrooms and throughout the campus that are aligned to improve the areas of need as stated by the discipline data analyzed. (C, L, D)</p> <p>Follow Up: Principal, Assistant Principal, Curriculum Coordinator, and Reading/Math Facilitator will provide monthly feedback to teachers, aides, and tutors on gradebook scores. Gradebooks will be analyzed to determine skills of concern that the teachers will readdress through instruction; any grade level skill concerns as well as behavior concerns will be addressed through weekly PLCs. Unit Test data will also be analyzed and shared with teachers. Lesson plans will be reviewed and analyzed weekly to ensure that teachers are continuing to work toward school-wide goals. The RTI team, teachers, and tutors will meet monthly or as needed to be provided with additional assistance implementing scientifically based strategy instruction aligned to state content standards as well as review differentiated instruction strategies aligned with student skill deficiencies, and addressing problems/concerns based upon specific student needs. RTI data folders will be analyzed to compare data points and adjust interventions accordingly. Model lessons will be provided by RTI Coach. The Principal, Assistant Principal, Curriculum Coordinator, and Reading/Math Facilitator will conduct walk-throughs, formal and/or informal observations to ensure that effective implementation of strategies and activities align to the school wide goals for improvement. Feedback will be given after each observation. (PD,C, L, D)</p> <p>Family and Community Involvement: Workshops to be held in order to inform families and community about the RTI process, Differentiated Instruction and PBIS to offer strategies for reinforcing skills with children to improve academics and behavior. Newsletters, school website, auto calling system, personal contacts, and family surveys will be used to increase involvement. An annual evaluation will be given to families as part of annual needs assessment. Community support will be solicited to accomplish goals and objectives indicated in SIP through collaboration of effort. (FCI, C, L, D)</p>	Principal, Curriculum Coordinator, Reading/Math Facilitator, RTI Coach	8-12-11	5-31-12	\$17,361.00	Title 1
	Principal, Curriculum Coordinator, Reading/Math Facilitator, RTI Coach	8-12-11	5-31-12		
	Principal, Curriculum Coordinator, Reading/Math Facilitator, RTI Coach, Home-School Coordinator, Teachers	8-12-12	5-31-12		
Louisiana Department of Education				School Improvement Plan Revised Fall 2010	

School Improvement Plan

Summative Evaluation (250 Characters): Summative evaluation will compare Spring 2011 CRT to Spring 2012 CRT in order to determine attainment of objectives.

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

GOAL 2	By 2013 -2014, all students will reach high standards, attaining proficiency or better in Math.		
Research-Based Strategy 1: <input checked="" type="checkbox"/> 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	
<p>2.1 Universal screening: RTI coach and teachers will monitor STAR Math data, Skills Tutor Progress Monitoring data and student grades in order to select specific strategies/interventions based upon student needs. Based upon data, students will be placed into Tiered Intervention levels if needed. Student RTI folders will be monitored after each PM by RTI Coach/team in order to assure that student needs are met. Teachers will conduct progress monitoring in TIER I. RTI Coach and tutors will conduct progress monitoring in TIER II & TIER III.</p>		<p>2.1 Tiered intervention sessions will be monitored by RTI coach using RTI Data Log. The data will be used to determine whether student needs are being met or if an additional/alternative plan of action is needed. STAR Math screening will be conducted three times per year and STAR or Pinpoint Progress Monitoring every 3 weeks.</p>	
<p>2.2 Teachers will meet with RTI Coach as needed to discuss students who are failing math. Students failing math will be given the STAR or Skills Tutor screening to determine level of proficiency and areas of weakness. Teachers will conduct progress monitoring in TIER I. RTI Coach will conduct progress monitoring in TIER II & TIER III.</p>		<p>2.2 Notes from RTI Coach will be available to document discussions regarding students' progress and placement decisions. Reports from STAR, Skills Tutor or Pinpoint Database will be available. Lists will be generated to identify student placement into Tiers.</p>	
OBJECTIVES(150 Characters): Up to 3		DESIRED OUTCOMES(150 Characters):	

School Improvement Plan

2.1	To increase Math 3 rd grade ILEAP Index Scores from 101.7 to 107.8 by Spring 2012.	Improved mastery of GLEs on benchmark assessments.				
2.2	To increase Math 3 rd grade SWD Percent Proficient from 58.0% to 62% by Spring 2012.	Improved mastery of GLEs on benchmark assessments.				
Activity (1500 Characters)		Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
<p>Initial PD: August, 2011: Principal, teachers, and tutors will be provided initial training in providing quality scientifically based instruction that is aligned to state content standards as well as training in RTI, LETRS, and Differentiated Instruction methods in order to meet student needs. Tutors: training in delivering 20-30 minute session for tiered tutoring. Strategies will be identified for each tier of intervention to ensure that individual needs are met in the area of math. PBIS data and activities will be shared with all faculty and staff. (C, L, D)</p>		Principal, Curriculum Coordinator, Reading/Math Facilitator, RTI Coach	8-12-11	8-12-11		
<p>Job Embedded PD: Principal, RTI Coach, teachers, and tutors will engage in common planning time weekly, using a study group format, for job embedded PLC groups to analyze data, identify interventions/strategies aligned with student deficiencies, and address problems/concerns based upon specific student needs. Joint curriculum planning will focus on strategy instruction as well as differentiated instruction in order to integrate these into the instructional process. Teachers will discuss Differentiated Instruction strategies viewed in PD360 assignments. Teachers attending offsite professional development inservices will redeliver information and strategies learned during PLCs. Beginning teachers will conduct peer observations during the school year. During monthly Leadership Council meetings PBIS data will be shared with the committee which will in-turn be shared at weekly PLCs. (PD, C, L, D)</p>		Principal, Curriculum Coordinator, Reading/Math Facilitator, RTI Coach, Grade Level Chair	8-12-11	5-31-12	\$1865.00	Title 2

School Improvement Plan

<p>Implementation: Principal, RTI Coach, teachers, and tutors will ensure daily that (1) students are exposed to core math instruction as well as differentiated instruction based upon individual student needs, (2) identified students attend daily scheduled intervention sessions within the regular school day as prescribed by the student's intervention plan, (3) students below grade level in math will receive supplemental instruction and/or tiered intervention tutoring, (4) subgroup deficiencies will be addressed in PLC's and/or additional professional development. Differentiated Instruction strategies learned through PD360 assignments will be implemented in the class as indicated on lesson plans. Positive Discipline strategies will be incorporated in all classrooms and throughout the campus that are aligned to improve the areas of need as stated by the discipline data analyzed. (C, L, D)</p>	<p>Principal, Curriculum Coordinator, Reading/Math Facilitator, RTI Coach</p>	<p>8-12-11</p>	<p>5-31-12</p>	<p>\$17,360.00</p>	<p>Title 1</p>
<p>Follow Up: Principal, Assistant Principal, Curriculum Coordinator, and Reading/Math Facilitator will provide monthly feedback to teachers, aides, and tutors on gradebook scores. Gradebooks will be analyzed to determine skills of concern that the teachers will readdress through instruction; any grade level skill concerns as well as behavior concerns will be addressed through weekly PLCs. Unit Test data will also be analyzed and shared with teachers. Lesson plans will be reviewed and analyzed weekly to ensure that teachers are continuing to work toward school-wide goals. The RTI team, teachers, and tutors will meet monthly or as needed to be provided with additional assistance implementing scientifically based strategy instruction aligned to state content standards as well as review differentiated instruction strategies aligned with student skill deficiencies, and addressing problems/concerns based upon specific student needs. RTI data folders will be analyzed to compare data points and adjust interventions accordingly. Model lessons will be provided by RTI Coach. The Principal, Assistant Principal, Curriculum Coordinator, and Reading/Math Facilitator will conduct walk-throughs, formal and/or informal observations to ensure that effective implementation of strategies and activities align to the school wide goals for improvement. Feedback will be given after each observation. (PD,C, L, D)</p>	<p>Principal, Curriculum Coordinator, Reading/Math Facilitator, RTI Coach</p>	<p>8-12-11</p>	<p>5-31-12</p>		
<p>Family and Community Involvement: Workshops to be held in order to inform families and community about the RTI process, Differentiated Instruction and PBIS to offer strategies for reinforcing skills with children to improve academics and behavior. Newsletters, school website, auto calling system, personal contacts, and family surveys will be used to increase involvement. An annual evaluation will be given to families as part of annual needs assessment. Community support will be solicited to accomplish goals and objectives indicated in SIP through collaboration of effort. (FCI, C, L, D)</p>	<p>Principal, Curriculum Coordinator, Reading/Math Facilitator, RTI Coach, Home-School Coordinator Teachers</p>	<p>8-16-10</p>	<p>5-31-12</p>		
<p>Louisiana Department of Education</p>			<p>School Improvement Plan Revised Fall 2010</p>		

School Improvement Plan

Summative Evaluation (250 Characters): Summative evaluation will compare Spring 2011 iLEAP scores to Spring 2012 iLEAP scores in order to determine attainment of objectives.

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