

The seal of the Louisiana Department of Education is a large, light gray watermark in the background. It features a central figure of a pelican feeding its young in a nest. The text around the seal includes "STATE OF LOUISIANA" at the top, "UNION JUSTICE" above the pelican, "CONFIDENCE" below it, and "DEPARTMENT OF EDUCATION" at the bottom. Two stars are positioned on the left and right sides of the seal.

School Improvement Plan

Submission Date: [Click Here to Enter Date](#)

**South Plaquemines High
7th-12th**

**311 Civic Drive
Port Sulphur, LA
John Barthelemy**

504-595-6435

jobarthelemy@ppsb.org

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
 - 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
- School Improvement – Year 1
 - School Improvement – Year 2
 - Corrective Action – Year 1
 - Corrective Action – Year 2
 - Restructuring

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 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	
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.	
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.	

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<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>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>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>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 	

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<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>Curriculum Section, pages 56 – 69</p> <p>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>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>56 – 69</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>10. Coordination and integration of Federal, State, and local services and programs</p>	<p>70 – 72</p>	<p>10. Effective coordination of resources</p>	

Louisiana Critical Goals

Critical Goal (CG)	Your SIP Page Number
<p>CG1. Students enter Kindergarten ready to learn. Measure: Percentage of Kindergarteners Meeting Benchmark on DIBELS Screening</p>	
<p>CG2. Students are literate by the third grade. Measure: Percentage of Third Graders Earning Basic and Above on iLEAP English Language Arts Assessment</p>	
<p>CG3. Students will enter fourth grade on time. Measure: Percentage of Students Earning Consecutive Promotion from Kindergarten through Fourth Grade</p>	
<p>CG4. Students perform at or above grade level in English Language Arts by eighth grade. Measure: 53 % of Eighth Graders at Basic and Above on LEAP English Language Arts Assessment</p>	
<p>CG5. Students perform at or above grade level in math by eighth grade. Measure: Eighth Graders at Basic and Above on LEAP Mathematics Assessment</p>	
<p>CG6. Students will graduate on time. Measure: Cohort Graduation Rate (Percentage of Students Graduating in Four Years)</p>	
<p>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)</p>	
<p>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</p>	
<p>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.</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: _____

Date: _____

Superintendent’s Signature: _____

Date: _____

TABLE OF CONTENTS

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

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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"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Extended Day Program	<input checked="" type="checkbox"/>	<u>5</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>5</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 checked="" type="checkbox"/>	<u>5</u>	<input type="checkbox"/>	<input type="checkbox"/>
LEAD TECH	<input checked="" type="checkbox"/>	<u>5</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 checked="" type="checkbox"/>	<u>5</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?	
			Yes	No
Crisis Management (emergency/evacuation plan)	§ 339/741	8/10/2009	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	8/10/2009	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	4/26/10	<input checked="" 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	8/10/2001	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Student Code of Conduct	§ 1115/741	8/10/209	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Teacher Quality Strategies (plan for attracting high quality teachers)	§ 1114/Title I	8/10/2009	<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	Delgado Community College; Nunez Community College
Technical Institute	Enter Partner name
Feeder School(s)	Boothville-Veniece Elementary and South Plaquemines Elementary
Community	Fremins IGA --Ann's Restaurant—Subway--Guilbeaus --Just Next Door
Business/Industry	Chevron—Conoco Philips—BP Oil
Private Grants	Enter Partner name
Other	Enter Partner name

Data Triangulation – Strengths

Contributing Factors: Classes are equipped with Smart Boards, Internet, Mobile laptop labs, Elmo, Scanners, and Remediation Computer Programs. Teachers are observed integrating technology into their lessons daily.	
Domain: 700 Coordinated Resources Sub domain: 710 Material (Facilities, Supplies, Equipment)	
Instrument(200): Student, Parent and Instructor Questionnaire	
Data Type:	Findings(500)
1. Attitudinal	1. Student Questionnaire (Over 88% agree)
2. Attitudinal	2. Parent Questionnaire (Over 97% agree)
3. Attitudinal	3. Instructor Questionnaire(100% agree)
Contributing Factors: Students are given class syllabi with expectations serve as documentation that student expectations are presented and discussed by instructors. Parent signature on this document indicates parent’s awareness of student expectations. School wide expectations for student achievement visually displayed around school campus.	
Domain: 200 School Culture Sub domain: 210 Student Expectations	
Instrument(200): Instructor and Student Questionnaire, Classroom Observations	
Data Type:	Findings(500)
1. Attitudinal	1. Instructor Questionnaire (100% agree)
2. Attitudinal	2. Student Questionnaire (Over 87% agree)
3. Contextual	3. Classroom Observations (Over 85% agree)
Contributing Factors: Through classroom observations and Instructor questionnaire, we discovered that our teachers use a variety of strategies to facilitate student achievement.	
Domain: 500 Curriculum, Instruction, and Assessment Sub domain: 510 Instructional Strategies	
Instrument(200): Classroom Observations and Instructor Questionnaire	

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Data Type:	Findings(500)
1. Contextual	1. Classroom Observations (Over 94%)
2. Attitudinal	2. Instructor Questionnaire (100%)
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 Factors: Through questionnaires, we found that there is not adequate parental involvement in school decision making and or implementation of activities.	
Domain: 300 Family and Community Relationships Sub domain: 320 School Involvement	
Instrument(200): Administrator, Instructor, Parent Questionnaire	
Data Type:	Findings(500)
1. Attitudinal	1. Administrator Questionnaire (more than 40% agree)
2. Attitudinal	2. Instructor Questionnaire (more than 43% agree)
3. Attitudinal	3. Parent Questionnaire (more than 31% agree)
Contributing Factors: Discipline records indicate a need for consistent disciplinary actions by administration and staff.	
Domain: 100 School Climate Sub domain: 120 Discipline/Positive Behavior	
Instrument(200): Instructor, Student, and Parent Questionnaire	
Data Type:	Findings(500)
1. Attitudinal	1. Instructor Questionnaire (more than 41% agree)
2. Attitudinal	2. Student Questionnaire (more than 67% agree)
3. Attitudinal	3. Parent Questionnaire (more than 32% agree)
Contributing Factors: Through classroom observations, discovery walks, and data from student test scores, we found that students lack skills and or strategies for transferring information learned.	
Domain: 500 Curriculum, Instruction, and Assessment Sub domain: 520 Curriculum Content	
Instrument(200): Classroom Observations, Discovery Walks, Student Achievement Scores	

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Data Type:	Findings(500)
1. Contextual	1. Classroom Observation (over 58%)
2. Contextual	2. Discovery Walks (during observations, teacher made test and student scores on CRT testing indicate student performance levels low when asked to transfer skills.
3. Cognitive	3. Individual Student Test Scores indicates deficits in recalling information.

*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. Technology	Classroom Observations, Parent, Instructor, and Student Questionnaire
2. Teachers and Administrators promote positive learning climate	Instructor and Student Questionnaire, Classroom Observation
3. Use of various teaching strategies	Classroom Observations, Instructor Questionnaire
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. Classes are equipped with Smart Boards, Internet, Mobile laptop labs, Elmo, Scanners, and Remediation Computer Programs.	Classroom Observations, Discovery Walks, Technology Inventory
2. Students are given class syllabi with expectations. School wide expectations for student achievement visually displayed around school campus.	Instructor and Students Questionnaires
3. Essential GLE's, Direct Instruction, 6+1 Traits, Anchor Charts, Word Walls, Bulletin Boards, Questioning Strategies	Instructor and Student Questionnaire, Classroom Observations, Discovery Walks
4.	
5.	

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

Part Ib: Rank-order the identified areas of weakness (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources:

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. Lack of communication between school and community	Administrator, Instructor, Parent, and Student Questionnaire
2. Inconsistency in the implementation of PBS.	Instructor, Student and Parent Questionnaire
3. ELA Index score: 70.4 Math Index Score 85.8	Trend Data Calculator
4.	
5.	

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. Parents are not active stakeholders in school decision making and or implementation of activities.	Administrator, Instructor, Parent, and Student Questionnaire
2. Inconsistency in the implementation of PBS among faculty (teaching, rewarding, rule violations, consequences varied)	Student and Parent Questionnaire.
3. Students lack skills and or strategies for transferring information learned.	Classroom Observations, Discovery Walks, Individual Students' test scores
4.	
5.	

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

Action Plan - Activities indicated should address all subgroups

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: <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 reviews and analyzes multiple sources of data including perceptual data and various student achievement data sources to determine students' learning needs and selects one or two areas of focus for the year.	1.1 Teachers will provide documentation through lesson plans and observations detailing accommodations and modifications for student's needs as well as defined focus areas. Teachers will participate and discuss areas of need and strategies in PLC and CDM meetings. Timelines will be made in meetings for strategy and focus implementation.	
1.2 The principal and / or instructional coach provides regular (at least weekly) feedback to teachers on the implementation of new instructional practices and provides support when needed.	1.2 Teachers will participate in "blitzing" observations. Teachers will be observed (using district observation form) and provided immediate feedback as well as support (professional developments, peer coaching, modeling) to facilitate and enhance student teaching and learning experiences for all. Follow-up visits will be documented and discussed.	
1.3	1.3	
OBJECTIVES(150 Characters): Up to 3	DESIRED OUTCOMES(150 Characters):	

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1.1	To increase whole school ELA Index Score from 82.3 % to 94.9 % by 2012.	To increase Reading Comprehension and literacy strategies for students in all grade levels. To increase success on EOC and graduation rate.				
1.2	To increase GEE ELA index Score from 70.4% to 86.9% by 2012.	To increase reading and literacy skills to enhance test scores and passage rates for all GEE students.				
Activity (1500 Characters)		Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
A team from school will attend a conference on differentiated instruction on May 31-June 2, 2010.		Alida Jones Paula Lincoln Robert Goff Jennifer Dotson	May 31, 2011	June 2, 2011	cost	T1 SI
Teachers will attend a summer learning institute. The institute will focus on 6+1 Traits of Writing and Formative Assessments.			date	date	cost	T1 SI
Staff members that participated in the district training on 6+1 Writing traits will redeliver to ELA Teachers during Curriculum Meetings.		Heidi Heckendorn	August 2011	May 2011		
<i>SPHS will continue to participate in Professional Learning Communities throughout the 2010-2011 school year. In PLC's, teachers and administrators will meet bi-monthly to review and analyze data in efforts of supporting and effectively implementing school improvement plans to facilitate school wide student achievement.</i>						

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<p>SPHS will host 2 parent meetings (Jr. High/High School). These meetings will provide information on standardized testing, EOC testing, data analysis, grade level requirements and expectations, test taking strategies and parent portal support.</p>	<p>Alida Jones Tabitha Mills Hannah Trufant Goff Dotson Heckendorn Misitich</p>	<p>November 2011</p>	<p>May 2011</p>	<p>cost</p>	<p>T1 SI</p>
<p><i>Implementation of school wide Accelerated Reader program – to be addressed at CDMs</i></p> <p><i>All SPHS students will be required to read an Accelerated Reader book every nine weeks. All ELA teachers will make this a part of their mandatory curriculum and will be addressed at CDMs.</i></p> <p><i>All ELA teachers will post the students’ progress in AR by tracking points that are to be displayed in the classrooms. Celebrations will be in place to award those students who have exceeded the reading expectations</i></p>	<p>Alida Jones Paula Lincoln Hannah Trufant ELA Teachers</p>	<p>August 2011</p>	<p>May 2011</p>		
<p><i>Reading across the curriculum will be implemented using the Successful Reader program.</i></p> <p><i>Consultants, district staff and/or school staff will provide professional development to assist in full implementation of the Successful Reader program</i></p>	<p>Alida Jones Paula Lincoln</p>	<p>August 2011</p>	<p>May 2011</p>		
<p>Teachers will be involved in a peer coaching model (blitzing). Teachers will be observed, provided feedback, support, and modeling of lessons to assist with school wide efforts to improve student achievement.</p>	<p>Administrative Staff</p>	<p>August 2011</p>	<p>May 2011</p>		
<p>Teachers and administrators will hold Nights where parents and students will attend informational stations that will provide modeling of strategies to support reading comprehension by grade level.</p>	<p>Kerri Fontenot ELA Teachers</p>	<p>October 2011</p>	<p>October 2011</p>		

School Improvement Plan

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

FCI-Indicates Family Community Involvement Activities
 STEM-Indicates Science, Technology, Engineering, and Mathematics Activities
 D – Indicates Discipline Support Activities

C-Indicates Curriculum Activities
 CCR-Indicates College and Career Readiness Activities

PD-Indicates Professional Development
 L-Indicates Literacy Activities

Action Plan - Activities indicated should address all subgroups

GOAL 2	By 2013-2014, all students will reach high standards, attaining proficiency or better, in mathematics.	
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: <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	
2.1 Teachers provide instruction that is supported by a rigorous research base, aligned to state content standards, differentiated based on student needs, and regularly monitored for progress (i.e. according to regular grade/progress reporting schedule of school/district).	2.1 Evaluation methods will be weekly through lesson plans and classroom observations. Teachers will regularly monitor student progress weekly by printing grades, conferencing with at risk students, and communicating with parents, documented through a parent log.	
2.2 Student performance data (e.g., CBMs, behavior checklists, etc.) is collected, at a minimum, every 2 weeks (Tier 3) or monthly (Tier 2) and charted with goal and aim lines to depict student progress and responsiveness to intervention.	2.2 Teachers will keep a binder on at risk student's progress in instructional settings documenting weekly. Title I Lab Teacher will STAR test students monthly charting progress. Collaboration should occur between staff members. Finding will be shared a bi-monthly Data Meetings.	
2.3	2.3	
OBJECTIVES(150 Characters): Up to 3	DESIRED OUTCOMES(150 Characters):	

School Improvement Plan

2.1						
2.2						
Activity (1500 Characters)	Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source	
<i>A team of Math Teachers consisting of 1 Junior High Teacher and 2 High School Teachers will attend the National Council for Teachers of Math in New Orleans, LA on October 28-29.</i>	Sammie Drury John Allenbach James Saik	date	date	cost	T1 SI	
<i>SPHS will continue to participate in Professional Learning Communities throughout the 2010-2011 school year. In PLC's, teachers and administrators will meet bi-monthly to review and analyze data in efforts of supporting and effectively implementing school improvement plans to facilitate school wide student achievement.</i>						
<i>SPHS will continue to support Response to Intervention in math through Coach Connect, Accelerated Math, and Intervention classes. A data team will continue to track and analyze data analysis to monitor progress.</i>	Data Team Alida Jones Paula Lincoln	August 2011	May 2011			

School Improvement Plan

<i>SPHS will hold two Math Parent Night's (Junior High/ High School) addressing school weaknesses to create a partnership between home and school to strengthen student achievement, increase parental involvement, and provide parents and students with hands on problem solving activities that can be utilized to assist students at home.</i>		Kerri Fontenot Staff	September 2011 January 2011	September 2011 January 2011	cost	T1 SI
<i>Spreadsheets will be created for each student using data from previous tests and evaluations. Teachers will be able to adjust the goals for students and provide differentiation and intervention for students.</i>		Data Team	June 2011	August 2011		
A team from school will attend a conference on differentiated instruction on May 31-June 2, 2010.		Alida Jones Paula Lincoln Robert Goff Jennifer Dotson	May 31, 2011	June 2, 2011	cost	T1 SI
A team from school will attend a conference on Response to Intervention on June 14-18, 2010.		Alida Jones	June 14, 2011	June 18, 2011		
Teachers will be involved in a peer coaching model (blitzing). Teachers will be observed, provided feedback, support, and modeling of lessons to assist with school wide efforts to improve student achievement.		Administrative Staff	August 2011	May 2011		
Implementation Issues (250 Characters)						
Implementation Issues (250 Characters)		Date Presented		Resolution(s) (250 Characters)		Date Resolved
		date				date

School Improvement Plan

	date		date
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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