



# Jefferson Davis Parish School System

# **School Improvement Plan**

## **Jeff Davis Parish Template**

**Submission Date: *August 1, 2014***

**Hathaway High School**

***Learners Today- Leaders Tomorrow***

## SCHOOL IMPROVEMENT PLAN

*Each school operating a schoolwide program must include all ten components in their plan.*

Ten Components of a Schoolwide Program	Evidence of Component
1. A <b>comprehensive needs assessment</b> of the entire school based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.	1. Data Analysis template contains five years of percent proficient data including subgroup performance. Additional data includes cohort graduation index, attitudinal data from staff and students, and COMPASS evaluation results.
2. <b>Schoolwide Reform Strategies</b>	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).  Strategies are detailed within each Focus Area mentation activities. Activities describe the delivery method of the strategy.
3. <b>Instruction by Highly Qualified Teachers</b>	3. Schools examine percent of teachers highly qualified to determine a course of action, if needed. All paraprofessionals in the district are highly qualified.
4. <b>High quality and ongoing professional development for –</b> <ul style="list-style-type: none"> <li>➤ Teachers</li> <li>➤ Principals</li> <li>➤ Paraprofessionals</li> </ul>	4. Professional development is outlined in the PD section of each Focus Area. Date of PD is indicated along with topic. District provides monthly District PLC meetings, monthly principal PD and two day summer institute on July 28/29.
5. <b>Strategies to attract high-quality highly qualified teachers to high-need schools</b>	5. District plan outlines strategies. Page 6
6. <b>Strategies to increase parent involvement</b>	6. Family Involvement is denoted in each Focus Area.
7. <b>Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.</b>	7. District plan outlines strategies. Page 5

School Improvement Plan

<p><b>8. Measures to include teachers in the decisions regarding the use of academic assessments</b> in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.</p>	<p>8. Teachers are included in the School Leadership Teams and School Improvement Teams, as well as members of PLC teams that provide input on the use of academic assessments. Details are included in the PLC Implementation plan and RTI Plan.</p>
<p><b>9. Activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards are provided effective, timely additional assistance which</b> 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>9. Benchmarks, intervention groups and progress monitoring procedures are described in school's RTI Plan.</p>
<p><b>10. Coordination and integration of Federal, State, and local services and programs</b></p>	<p>10. Focus Area- Alignment of Resources detail use and coordination of programs funds.</p>

Data Types	Instrument
<b>Cognitive</b>	Test scores(LEAP, iLEAP, EXPLORE, PLAN, EOC), School letter grades, ACT, Benchmark Assessments, Jeff Davis first and second grade Common Assessments, DIBELS
<b>Behavioral</b>	Classroom Observations, Expulsion/Referrals, Principal Walkthroughs, Lesson Plans, COMPASS
<b>Attitudinal</b>	Instructional Staff Survey, Questionnaires (Administrator, Teacher, Student, Parent)
<b>Contextual</b>	Archival Data (Attendance, Free/Reduced Lunch Percentage, Special Education Percentage)

## Jefferson Davis Parish Preschool Transition Plan from Early Childhood Programs to Local Elementary Schools

Jeff Davis Parish schools will ensure continuity in children's learning from early childhood settings (Head Start, private Preschools, home, etc) by-

- coordinating professional development activities of Early Childhood Programs and PreK/Kindergarten teachers in order to align curricula and goals or
- arranging for early childhood and PreK/Kindergarten teachers/parents to visit each other's classrooms or
- having early childhood teachers provide future PreK/Kindergarten teacher with children's portfolios or written record of their learning during preschool, including TELD-3 (Test of Early Language Development-3) data for SRCL schools.
- provide transition materials for both Pre-K and Kindergarten to students transitioning to SRCL schools

In an effort to provide the best transition experience possible Jefferson Davis Parish recognizes and articulates the student benefits of a high quality early childhood experience that include:

- perform better in reading and math throughout the elementary grades, less likely to be held back a grade
- are less likely to require special education or present discipline problems
- are more likely to be enthusiastic about school and have good school attendance.

Jefferson Davis Parish recognizes and promotes characteristics consistent among high quality educational programs that have demonstrated significant positive outcomes on measures of children's academic and social-emotional development in early childhood programs and preschools which are:

- Clear statement of goals and philosophy with purposeful learning activities and play
- Coherent Curriculum
- Instruction that is intentional and frequently direct and explicit with a balance between individual, small group and large group activities
- Classroom environment where children feel well cared for and safe
- Teachers frequently checking children's progress with ongoing assessment inputted to Teaching Strategies GOLD so that instruction may be tailored to the needs of individual children
- Staff that regularly communicate with parents and caregivers about their children's education
- Services that is sufficiently intensive to allow more time for children to benefit from cognitive experiences.

Jefferson Davis Parish recognizes and recommends components of a high quality early childhood education/preschool as provided in ELDS (Early Learning and Development Standards). These include:

- Approaches to learning
- Cognitive development and general knowledge
- Language and literacy development
- Physical well-being and motor development
- Social and emotional development

*Reference: Serving Preschool Children under Title I Non-regulatory Guidance: Section B-11*  
Revised May 2014

**Jefferson Davis Teacher Quality Strategies**  
**Recruitment and Retention of Highly Qualified Teachers**

Jefferson Davis Parish benefits from a highly stable teaching staff where the vast majority of teachers are certified and highly qualified. In efforts to maintain low teacher turnover and continue to recruit and retain high quality teachers and paraprofessionals, several district level strategies and activities have been employed. These district efforts include:

- Providing a comprehensive Induction Program for beginning teachers and teachers new to the district
- Competitive salaries to reduce teacher turnover and loss to neighboring districts
- Central office staff visitation to universities throughout the state to recruit qualified teachers
- Hosting an annual Job Fair for potential teachers with school administrators and central office personnel at one convenient location
- Participation in regional activities that provide financial assistance and technical expertise to foster successful completion of the Praxis for teachers not yet fully certified
- Providing assistance for certified teachers seeking additional add on certifications
- Assignment of new teachers to exemplary teachers as mentors and providing support and assistance as they progress through the state teacher assessment program
- Access to technical assistance through school administrators, peer teachers, and central office personnel, and a variety of resources through the Educational Media Center
- Providing high quality professional development opportunities for all staff

District teachers received additional compensation for completion of an approved and specified staff development activity in addition to the state mandated professional development days. These two days have been replaced with the opportunity to participate in activities approved by the district. Teachers receive the stipend at the successful completion of the activity. Two full days of professional development are made available through the banking of time in addition to two full days of professional development provided teachers during the school year. Teachers within the parish also had the opportunity to participate in high quality professional development activities through release time to attend conferences and re-delivery to peer teachers, professional learning communities and study groups at the school and district level, technology integration through formal INTECH training and informal mini-technology workshops conducted after school, school improvement efforts, and content and grade specific curriculum concepts and standards.

School Year 2013-14	School Percentage	District Percentage	State Percentage
HQ teachers	92.1	85.5	79.3
HQ paraprofessionals	100	100	92.9

**2013-14 School Improvement Action Plan Evaluation-** Review your **goals** and **objectives** from last year's Action Plan to complete the evaluation below.

<b>Goal:</b> <i>Achieve 80% grade level proficiency in all core subjects</i>	<b>2014 Percent Proficient</b>	<b>Percentage of proficiency above or below goal (indicate with + or -)</b>
ELA	82.9	+2.9
Math	84.8	+4.8
Science	79.6	-0.4
Social Studies	80.6	+0.6
<b>Objectives</b>	<b>2014 Percent Proficient</b>	<b>Percentage of proficiency above or below objective (indicate with + or -)</b>
1. <b>By May 2014 all students in grades 3-5 will increase ELA Percent Proficient from their 2013 iLEAP/LEAP test scores.</b>	Grade 3 – 88.9 Grade 4 - 69.4 Grade 5 – 78.3	Grades 3 – 5 regressed
2. Grades 6-8: By May 2014 all students in grades 6-8 will increase Social Studies Percent Proficient from their 2013 iLEAP/LEAP test scores.	Grade 6 – 82.9 Grade 7- 87.5 Grade 8- 80.8	Grades 6 & 7 increased proficiency. Grade 8 decreased by 3.4 pts.
3. Grades 9-12: By May 2014 all students in grades 9-12 will increase Math Benchmark levels from their 2013 EOC/ACT.	Alg. I – 63.9 Geom. 38.2	Alg. I increased by 17.7 pts. Geometry decreased 13.8 pts.
4.		

Review the three components of your 2013-14 Action Plan and rate each component using the scale below. Describe successes/challenges.

**Rating Scale**

- 1- Low Implementation (did not complete activities listed)
- 2- Medium Implementation (completed about 50% of activities listed)
- 3- High Implementation (completed 100% of activities listed)

<b>Action Plan Components</b>	<b>Rating</b>	<b>Successes/Challenges</b>
<b>Professional Development</b>	3	All our goals were met and considered a success.
<b>Implementation/Curriculum</b>	3	We piloted the use of the learn pads and collaborated to make sure our school benefitted from the technology.

<b>Parent/Family Involvement and Communication</b>	3	We exceeded our expectations with community/family communication.
--	---	---

**Data Analysis**

**Step 1: Identify strongest/weakest grade for current year on DIBELS**

Compare current year spring percent

- Strength- grade with greatest % benchmark
- Weakness- grade with greatest % at risk (intensive)
- See if fall scores confirm results

	<b>Strengths</b>	<b>Weaknesses</b>
<b>Step 1: Strongest/Weakest Grade Level (DIBELS) for Current Year/Three Year Trends</b>	3 <sup>rd</sup> Grade – 92%	4 <sup>th</sup> Grade - 8% at risk 1 <sup>st</sup> Grade – 60% Benchmark

**Step 2: Grades 1-2 Only-**

**Identify strongest/weakest grade level/subject area for the Parish End of Year Assessment for grades one and two.**

Compare end of year scores for grades one and two

- Strength- grade level/subject area with highest percent correct
- Weakness- grade level/subject are with lowest percent correct
- Note any trends as strengths or weaknesses

	<b>Strengths</b>	<b>Weaknesses</b>
--	------------------	-------------------



	Strengths	Weaknesses
<b>Step 2: Identify strongest/weakest <u>grade level/subject area</u> for End of Year Assessments, grades one and two</b>	Math – Grade 1 – 100%	ELA – Grade 2 – 70.7%

**Step 3: Identify strongest/weakest subgroup for current year**

- “Using Whole School pages” compare current subgroups in each subject-whole school, mark highest and lowest subgroup in each subject if the number of students in a subgroup equals or exceeds 10.
- Look for subgroups which are repeatedly low/high across whole school subject areas

	Strengths	Weaknesses
<b>Step 3: Identify strongest/weakest <u>subgroup</u> for current year</b>	Hispanic ELA and Math – 90.0% proficient	Students with Disabilities – 40% Social Studies Science – 52%, Math – 56%, ELA – 48%

**Step 4: Identify any grade level strengths/weaknesses**

Using the chart below:

- Beside each grade write the current year % proficient for the subgroup named **Grade**; if desired, also write the previous year’s %
- Determine highest and lowest grade for each subject
- Look for grades which are repeatedly high/low across the subject areas

ELA	Reading	Math	Science	Social Studies
3 <sup>rd</sup> 88.9	3 <sup>rd</sup>	3 <sup>rd</sup> 91.7	3 <sup>rd</sup> 83.3	3 <sup>rd</sup> 86.1
4 <sup>th</sup> 69.4	4 <sup>th</sup>	4 <sup>th</sup> 80.6	4 <sup>th</sup> 72.2	4 <sup>th</sup> 72.2
5 <sup>th</sup> 78.3	5 <sup>th</sup>	5 <sup>th</sup> 82.6	5 <sup>th</sup> 76.1	5 <sup>th</sup> 76.1
6 <sup>th</sup> 88.6	6 <sup>th</sup>	6 <sup>th</sup> 77.1	6 <sup>th</sup> 82.9	6 <sup>th</sup> 82.9
7 <sup>th</sup> 84.4	7 <sup>th</sup>	7 <sup>th</sup> 93.8	7 <sup>th</sup> 78.1	7 <sup>th</sup> 87.5
8 <sup>th</sup> 92.3	8 <sup>th</sup>	8 <sup>th</sup> 84.6	8 <sup>th</sup> 88.5	8 <sup>th</sup> 80.8
HS 83.8 (E2) 57.1(E3)	HS	HS 63.9 (Al) 38.2 (Geom)	HS 77.8 (Biol)	HS 52.2 (US H)

	Strengths	Weaknesses
<b>Step 4: Identify any <u>grade level</u> strengths/weaknesses</b>	7 <sup>th</sup> & 8 <sup>th</sup> grade	4 <sup>th</sup> grade

**Step 5: Identify any subject area strengths/weaknesses by grade level**

- Analyze one grade at a time
- For each subject, highlight Grade % proficient row
- Mark the highest and lowest percentage for each year
- Look for subjects repeatedly high/low
- For high school only- use Table 1- Percent Proficient Trend Data- EoC to look at the differences in percentages of 2014 Excellent- Good and 2013 Excellent-Good. Also compare subject scores to determine subject area strengths and weaknesses

	Strengths	Weaknesses
<b>Step 5: Identify any <u>subject area</u> strengths/weaknesses by <u>grade level</u></b>	8 <sup>th</sup> Grade ELA 92.3 7 <sup>th</sup> Grade Math 93.8 3 <sup>rd</sup> Grade Math 91.7 English II 83.8	4 <sup>th</sup> Grade ELA 69.4 4 <sup>th</sup> Grade Sc/SS – 72.2 HS Geom.- 38.2 English III- 57.1 Amer. Hist. – 52.2

<b>Step 6</b>		
<b><u>Graduation Data</u> (Grades 8-12 Only) Identify any trends in Graduation data</b>		
A. Using table 2 in the data analysis template, look at trends in your cohort graduation rate.		
<b><u>EXPLORE- PLAN- ACT</u> (Grades 8-12 schools)</b>		
B. Using tables 2-3 look for strengths and weaknesses in school EXPLORE, PLAN of ACT scores. Note any subjects of concern from data provided. Determine strengths and weaknesses and list in table below.		
C. Using table 4-5, look for strengths and weaknesses in EXPLORE scores by <u>ethnicity/subject area, grade level</u>		
D. Using Table 6, look for strengths and weaknesses in PLAN scores by <u>ethnicity/subject area</u> .		
<b>Step 6</b>	Strengths	Weaknesses
<b>A. Graduation Data</b>	Not Available	Not available.
<b>B. School EXPLORE-PLAN- ACT scores</b>	EXPLORE –English is higher than the Benchmark. PLAN – English is higher than the Benchmark. ACT composite has remained basically the same.	EXPLORE and PLAN – Math, Reading, & Science are below the Benchmark.

<p><b>C. EXPLORE total group scores by ethnicity, subject area and grade level</b></p>	<p>8<sup>th</sup> Grade – Composite score gains. 9<sup>th</sup> Grade – Held steady</p> <p>Hispanic scores in Reading were 18 compared to the National Norm of 15.</p>	<p>Small loss in English on English (9<sup>th</sup> grade)- 17.7 in 2013 to 17.3 in 2014. Total group</p>
<p><b>D. PLAN total group scores by ethnicity and subject area</b></p>	<p>English gain 17.4 (2103) to 17.7 ( 2014) – Total Group</p>	<p>Math decline 18.3 ( 2013) to 17.4 ( 2014). Composite decline in whole group from 18.2 to 18.1.</p>

**Step 7- Review the Teacher Professional Development Survey Results from your school and list below the top 3-5 areas of need indicated by your faculty**

**Teacher Professional Development Survey Areas of Need**

**Strategies from PARCC achievement.**

**Common Core State Standards.**

**Rigorous Instruction.**

**Step 8- Review the Compass Observation Data from your school and list below the strengths and weaknesses**

	<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<b>Step 8: COMPASS Observation Data</b>	Domain 1: Planning and Preparing 1C Setting Instructional Outcomes	Domain 3: Instruction Using Questioning and Discussion

**Step 9- Review the 2014 AdvancED Staff Survey and list below the strengths and weaknesses**

	<b>STRENGTHS-List the questions with the 5 highest average scores</b>	<b>WEAKNESSES- List the questions with the 5 lowest average scores</b>

<p><b>Step 9: Staff Survey</b></p>	<ol style="list-style-type: none"> <li>1. Our school's purpose statement is clearly focused on student success.</li> <li>2. All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).</li> <li>3. Our school provides a plan for the acquisition and support of the technology to support student learning.</li> <li>4. Our school leaders monitor data related to school continuous improvement goals.</li> <li>5. In our school, all staff members participate in continuous professional learning based on identified needs to school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Our school's leaders hold themselves accountable for student learning.</li> <li>2. All teachers in our school provide students with specific and timely feedback about their learning.</li> <li>3. In our school all school personnel regularly engage families in their children's learning progress.</li> <li>4. Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.</li> <li>5. In our school, staff members provide peer coaching to the teachers.</li> </ol>
------------------------------------	---	--

**Step 10- Review the 2014 AdvancED Student Survey grades 3-5 from your school and list below the strengths and weaknesses**

	<p><b>STRENGTHS--List the questions with the 5 highest average scores</b></p>	<p><b>WEAKNESSES- List the questions with the 5 lowest average scores</b></p>

<p><b>Step 10 : Student Survey (grades 3-5)</b></p>	<ol style="list-style-type: none"> <li>1. In my school principals and teachers want every student to learn.</li> <li>2. In my school my teachers want me to do my best work.</li> <li>3. My teachers always help me when I need them.</li> <li>4. My school has many places where I can learn, such as the Library.</li> <li>5. My Principal and Teachers help me to be ready for the next grade.</li> </ol>	<ol style="list-style-type: none"> <li>1. My teachers ask my family to come to school activities.</li> <li>2. My teachers tell my family how I am doing in school.</li> <li>3. My principal and teachers ask what I think about school.</li> <li>4. In my school I am treated fairly.</li> <li>5. My teachers listen to me.</li> </ol>
---	--	--

<p><b>Step 10- Review the 2014 AdvancED <u>Student Survey</u> grades 6-12 from your school and list below the strengths and weaknesses</b></p>		
	<p><b>STRENGTHS--List the questions with the 5 highest average scores</b></p>	<p><b>WEAKNESSES List the questions with the 5 lowest average scores</b></p>
<p><b>Step 10 : Student Survey (grades 6-12)</b></p>	<ol style="list-style-type: none"> <li>1. In my school, a high quality education is offered.</li> <li>2. In my school, the Principal and Teachers have high expectations of me.</li> <li>3. My school provided me with challenging curriculum and learning experiences.</li> <li>4. In my school I can participate in activities that interest me.</li> <li>5. My school prepares me for success in the next school year.</li> </ol>	<ol style="list-style-type: none"> <li>1. In my school all students are treated with respect.</li> <li>2. All of my teachers change their teaching to meet my learning needs.</li> <li>3. In my school students respect the property of others.</li> <li>4. In my school students help each other even if they are not friends.</li> <li>5. My school considers student's opinions when planning ways to improve the school.</li> </ol>

**Step 11- Review 2012-13 School Report Card to complete answers to Questions A- E. Use findings to identify strengths and weaknesses.**

**Step 12: Determine 3-5 major strengths/weaknesses for your school using information from steps 1-11**

A. What percent of students scored proficient (**K-8 (ADVANCED + MASTERY+ BASIC)**) K-8 84 %  
 What percent of students scored proficient (**High School (EXCELLENT + GOOD)**) High School 64 %

**ONLY FOR SCHOOLS WITH GRADE 8**

Look at heading: HOW MANY CREDITS DID STUDENTS EARN BY FRESHMEN YEAR?

C. What percent of students earned at least 5 credits by the end of their freshman year? 97 %

Look at heading: DID THIS SCHOOL MAKE PROGRESS WITH STUDENTS WHO CONTINUE TO STRUGGLE ACADEMICALLY?

B. Bonus Points Earned 8.9 of 10 Letter Grade A

**ONLY FOR SCHOOLS WITH GRADES 9-12 (HIGH SCHOOL)**

Look at heading: WHAT KIND OF DIPLOMAS AND CREDITS DID STUDENTS EARN?

D. What percent of students earned 120 points? 86 How does this compare with the state percentage? 14 percentage points above state average.

Look at top of page for answers to questions E, F

E. What percent of students in your school are in Special Education? 12 %

F. What percent of students in your school qualify for Free/Reduced lunch? 44 %

G. What strengths and weaknesses have you identified on your 2012-13 School Report Card?

**Strengths- We have 97% of students earned at least 5 Carnegie units by the end of their freshmen year.**

**Weaknesses-Improve our excellent level on EOC test. We are 2pts behind state average. 19% --- 21%**



SCHOOL WIDE STRENGTHS	SCHOOL WIDE WEAKNESSES
1. 1 <sup>st</sup> grade Math were 100% proficient.	2013-2014 2 <sup>nd</sup> grade ELA scored 70.7% proficient.
2. 2013-2014 3 <sup>rd</sup> graders as a whole stood out amongst elementary test scores. ELA and Math.	6 <sup>th</sup> grade Math 77.1% proficient.
3. 2013- 2014 8 <sup>th</sup> graders grew in all core areas.	7 <sup>th</sup> grade Science 78.1% proficient.
4. Biology as a whole, students grew in proficiency.	English III 57.1% proficient
5. American History as a whole, students grew in proficiency.	Geometry 38.2% proficient American History 52.2% proficient

**Action Plan: Goal: Achieve 80% grade level proficiency in all core subjects**

***Focus Area: Assessment and Curriculum***

***Align Funds***

***Objectives:***

- 1. By May 2015 all students in grades 1-5 will increase ELA percent proficient by 2 pts. (82.9% to 84.9)***
- 2. By May 2015 all students in grades 3-5 will increase their Science Percent Proficient by 2 pts. (79.6 to 81.6)***
- 3. By May 2015 we will close the gap by 5 percentage points in ELA and Math EOC test.***

<p><b>Professional Development – describe PD related to Assessment and Curriculum</b> (Common Core, Study Island, Benchmarks, Successmaker, Writing, etc.)</p> <ul style="list-style-type: none"> <li>• June 3,4 Teacher Leader Summit</li> <li>• June 18 Study Island webinar (site administrators)</li> <li>• July 7-25 District Curriculum PD</li> <li>• July 14-18 Eureka and ELA state-hosted professional development- Lafayette</li> <li>• July 21 Teacher Leaders meeting to discuss redelivering Eureka and ELA state-created materials</li> <li>• August 6, 7 School Level</li> <li>• October 2</li> <li>• February 18</li> <li>• Other Professional Development related to curriculum, assessments, and instruction such as workshops and conferences attended by teachers and administrators and redelivered to PLC Teams: McGraw Hill Math Educational Leadership Symposium, LaSPDG (June 16<sup>th</sup> PLC Training in Baton Rouge) , LACUE(December Technology Conference), Staff Development for Educators (PD Company that offers workshops during the year in the larger cities).</li> <li>• PD Topic: Using questioning and discussion in the classroom, Strategies for PARCC, Rigorous Instruction, and Common Core.</li> <li>• Follow Up on Study Island. School Reps from July In-service will share out with faculty/staff with the implementation.</li> </ul>	<p>39,363 11,357</p> <p>TII- \$4640</p>
---	---

**Align Funds**

***Focus Area: Assessment and Curriculum***

<b>Activities</b>			
RTI Plan			
Subject	Benchmark Instrument- Name and frequency	Intervention Groups- Number and Levels	Progress monitor tool- frequency
ELA	Dibels – Grades K-5 Study Island – 6-12	2 - Intensive and Strategic. (Headsprout) Read Naturally	Dibels is used as the benchmark tool and progress monitoring. 3x a year.
Math	Success Maker – Grade K-5 iLeap/LEAP scores Looking at 6 weeks grades.	Determined by classroom teacher. Math iXL SumDog	iLeap coach book. Every 2 weeks.
Other software/programs	Utilize Study Island to benchmark. Fast Math. Software for LearnPads		
How is grade recovery deployed?	Drop lowest grade if the criteria is met. Course grade of 50% - 66% F, the students qualify to participate in Grade Recovery. No limit to subjects. Additional work assigned		
How is CAI lab used as an RTI tool?	Gives data for the students that need interventions. Individualizes instruction.		
<b>Tier I-</b> When does RTI occur in a daily schedule? How is rigorous instruction supported? Strong classroom instruction. Extended Math.			
<b>Tier II-</b> How are Tier II students identified? How are interventions determined? By whom? 30 min block mid-day for Jr. High and High School, Elem gets 30 mins per day with an interventionist or classroom teacher.			
<b>Tier III-</b> How are Tier III students identified? How are interventions determined? By whom? Elem: Dibels Testing identifies them as strategic and intensive. Middle/High: Monitor grades and assignments. Miffri			

**Parental Involvement Activities Supporting Assessment and Curriculum:**

- 4 PTC Meetings will be held.
- Open House
- Freshmen Orientation
- Parent Orientation
- Counselor/Parent meetings
- SWPBIS Drawings at Community Events
- Parent Command Center
- WepPam Call Center – Jcall
- Website
- Test Fest
- Career Discovery Day
- Writing Camp
- AHEC
- Parish Math
- Farmer’s Breakfast ( AG)
- Homecoming Breakfast (Student Council)

<p style="text-align: center;"><b><i>Focus Area: School and Teacher Collaboration</i></b></p> <p><b><i>Objectives:</i></b></p> <ol style="list-style-type: none"> <li><b><i>1. To provide opportunities for teachers to observe/monitor other teachers( once a semester) on campus and at other schools in areas of need as documented by teacher comment form.</i></b></li> </ol>	<p><b><i>Align Funds</i></b></p>
--	----------------------------------

<p><b>Professional Development-</b> describe PD related to School and Teacher Collaboration (Engagement, Instructional Strategies, PLC)</p> <ul style="list-style-type: none"> <li>• May 28, 29- Kagan Structures</li> <li>• July 7-25</li> <li>• July 30-31 New Teacher Induction</li> <li>• August 6,7</li> <li>• September 2</li> <li>• October 2</li> <li>• February 18</li> <li>• Other Professional Development</li> <li>• AP Preparation</li> <li>• Questioning and Discussion Professional Development</li> <li>• PARCC Assessment</li> <li>• Rigorous Instruction</li> <li>• Common Core</li> </ul>																	
<p><b>Activities</b> PLC Plan-</p> <table border="1"> <thead> <tr> <th>Frequency-</th> <th>Meeting Format-</th> <th>Team Types-</th> <th>Leadership Team Meetings-</th> </tr> </thead> <tbody> <tr> <td>Minimum twice monthly</td> <td>before, after, job-embedded</td> <td>Grade, Content, Special, Whole faculty</td> <td>Minimum monthly</td> </tr> <tr> <td rowspan="3">Weekly</td> <td rowspan="3">Before school</td> <td rowspan="3">PreK-2 Grades 3-5 Junior High High School</td> <td>Weekly</td> </tr> <tr> <td><b>Reps for Monthly District PLC</b></td> </tr> <tr> <td>Principal and Assistant Principal</td> </tr> </tbody> </table>				Frequency-	Meeting Format-	Team Types-	Leadership Team Meetings-	Minimum twice monthly	before, after, job-embedded	Grade, Content, Special, Whole faculty	Minimum monthly	Weekly	Before school	PreK-2 Grades 3-5 Junior High High School	Weekly	<b>Reps for Monthly District PLC</b>	Principal and Assistant Principal
Frequency-	Meeting Format-	Team Types-	Leadership Team Meetings-														
Minimum twice monthly	before, after, job-embedded	Grade, Content, Special, Whole faculty	Minimum monthly														
Weekly	Before school	PreK-2 Grades 3-5 Junior High High School	Weekly														
			<b>Reps for Monthly District PLC</b>														
			Principal and Assistant Principal														

<p align="center"><b>Focus Area: School and Teacher Collaboration</b></p>	<p align="center"><b>Align Funds</b></p>
<p><u>PLC Plan Continued:</u>  <b>Format of Teacher-Led Meetings</b> 1. Welcome and review norms 2. Share Data – Review task selected for meeting 3. Discuss strategies – create product that corresponds to task. 4. Set next meeting’s topic-bring data and strategies to meet topic.</p> <p><b>Types of work to be done:</b> ELA: Text complexity, evidence-based writing and discussion, asking text-based questions, academic vocabulary. MATH : Workshop, Enrichment/Challenge, Interventions, CCSS, PARCC assessments. Science/ Social Studies: resources in the Toolbox to improve student learning.</p> <p><b>School Contact for support and monitoring:</b> Jeremy Fuselier, Beth Hebert</p> <p><u><b>Parental Involvement</b> Activities Supporting School and Teacher Collaboration:</u>            PTC Meetings            Newsletter            School website</p>	

**Leadership Team Members:** Kimberly Sonnier, Jodi Deshotel, Kelly Dronet, Peter Broussard



School Improvement Team:

<p style="text-align: center;"><b>Focus Area: College and Career Ready</b></p> <p><b>Objectives:</b>  <b>1. To offer high school credit during junior high years( FACS I, Agriscience I, Health Education, Journey to Careers, and Algebra I to qualified students) as evidenced by their transcripts.</b></p>	<p style="text-align: center;"><b>Align Funds</b></p>
<p><b>Professional Development-</b> describe PD related to College and Career Ready (Pre-K, Vocational, Career-Tech)</p> <ul style="list-style-type: none"> <li>• May 30- Pre-K Class Training</li> <li>• July 7-25</li> <li>• August 6, 7</li> <li>• September 2</li> <li>• October 2</li> <li>• February 18</li> <li>• Other Professional Development</li> </ul>	

**Activities:**

**PreK-5 – Counselor Lesson plans related to careers**

**Career Planning- Parish Career Fair, 8<sup>th</sup> Grade Career Discovery Day**

**What opportunities are Jr. High students given to earn high school credit?**

***FACS I, Agriscience I, Health Education, Journey to Careers, and Algebra I to qualified students) as evidenced by their transcripts.***

**Parental Involvement Activities supporting College and Career Ready: Parent Orientation, Meeting with student and parents on schedule. Guest speakers during classes.**