

# Grace King High School

OUR SCHOOL COMMUNITY STRIVES TO CREATE A QUALITY  
WORKFORCE BY INVOLVING ITS STAKEHOLDERS IN THE PLANNING  
AND IMPLEMENTATION OF MEANINGFUL EDUCATIONAL  
EXPERIENCES

Attentive Attendance Attitude Accountability

Monday, September 7, 2015  
Holiday: Have a Safe Labor Day!

Tuesday, September 8, 2015  
PBIS Foci – Student and Teacher Attendance  
Reporting to School/Class on Time

**President's Club Meeting 7:15 a.m.**  
Employees: Complete Registration or Update in CIS  
Interactive Achievement Teachers: Administer Pre-assessments  
School Safety Drills Part II – Fire Drill  
Overdue Job Descriptions – Submit Copy to Ms. Bonura  
Teacher Leader Meeting 3:00 p.m.

Wednesday, September 9, 2015  
Administrative Team Meeting (ATM) – 9:30 a.m.  
1<sup>st</sup> Interim Grading Window Closes @ Noon  
Volleyball Grace King vs Lutheran @ TBA – 4:30

Thursday, September 10, 2015  
National Honor Society Meeting 6:50 a.m.  
School-wide Professional Development (Planning Periods 1-4)  
Register on AVATAR  
Volleyball Grace King vs Bonnabel @ Bonnabel – 4:30

Friday, September 11, 2015  
1<sup>st</sup> Nine Weeks Interims Distributed to Students  
SLT's Teachers Administer Pre-assessments and gather baseline data  
Football – Grace King vs Chalmette @ Chalmette 7:00 p.m.

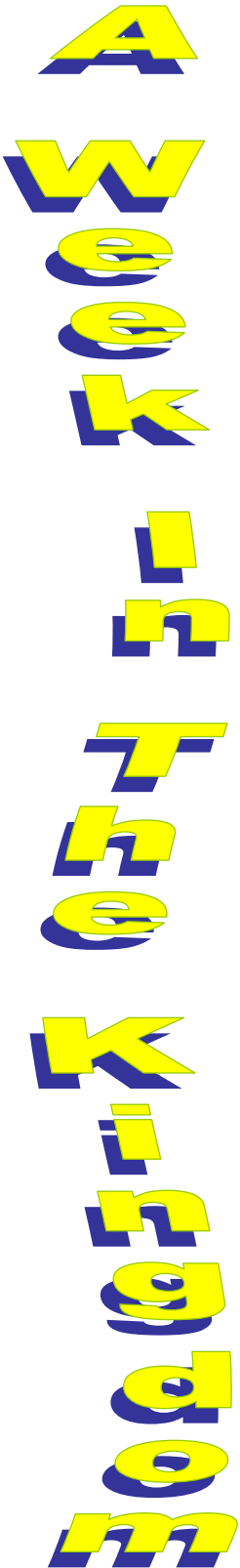
Saturday, September 12, 2015 and Sunday, September 13, 2015  
Health and Wellness Tip: This weekend you should heal and strengthen yourself by filling in the blanks.

I will heal and strengthen my "Mind" by \_\_\_\_\_

I will heal and strengthen my "Body" by \_\_\_\_\_

I will heal and strengthen my "Spirit" by \_\_\_\_\_

I will heal and strengthen my "Emotions" by \_\_\_\_\_



# From Your Colleagues

## COMPASS EVALUATIONS – School Leaders

Thursday, August 27th Professional Development focused on the COMPASS Evaluation process for the 2015 -2016. **See the District links above "Performance Support" for information on 2015-16 COMPASS Timeline for Employees as well as the COMPASS Evaluation Rubric associated with your work assignment.**

### INSTRUCTIONAL PERFORMANCE – CERTIFIED EMPLOYEES

#### Developing Teacher Created Assessments

Test design should be reflective of the types of standardized tests our students are expected to successfully complete (e. g. EOC, GEE, AP, PSAT, ACT, SAT and IBC) and should contain questions that promote critical and higher order thinking skills. Test items/questions should be aligned with college and career expectations. For this reason, teachers teaching the same subject are required to collaborate when designing tests and must use Common Core State Standards (CCSS) Crosswalks, **GLE's and IBC curriculum standards as a basis for designing high quality assessments.**

#### Title and Format

Tests shall be titled with your name, the exam term, the semester in which the exam is administered, the name of the course that you are teaching, and the period(s) in which the test applies.

**Teacher's Name Test Date or Exam Term/Semester Course Name 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Blocks**

All tests shall be typed, sectioned by type of question, and consistent in font size. Use bold or italic prints to emphasize specific content. Handwritten exams will not be accepted.

#### Directions

Directions for taking each section of the test shall be written clearly.

#### Question and Rationing of Points

The number of points for each question shall be indicated next to each item or after the directions for each section. In addition to any constructed or short answer questions, tests must have at least one reading passage and one essay item. The standard being tested should also be identified.

Teacher Created Assessment should be submitted to your evaluator by Wednesday, August 26th.

Teachers should administer their assessments by Friday, September 11th.

## COMPASS/Establishing SLT's

Individuals with access HCIS may begin uploading their SLT's. Please use the following link for guidelines for establishing them. <http://jpschools.org/resources/human-capital-resources/instructional-performance-resources/>

Once there, go to "SLT GUIDES FOR TEACHERS" under your respective grade/subject area.

Individuals without access should create an account at

<https://leads13.doe.louisiana.gov/hcs/FrameWork.aspx>

You should inform me as soon as possible if you experience any trouble accessing the system.

Be prepared to submit for approval both your SLT's as well as the data source you used to develop them no later than Thursday September 24th. Friday, October 2nd is the deadline for uploading SLT's into HCIS.

### SUPPORT PERFORMANCE – CLASSIFIED EMPLOYEES

Beginning of the Year: Goal Setting Conversations will begin Monday, August 24, 2015 for all classified employees. Paraprofessionals, custodians, clerical and cafeteria workers will receive notice to meet with school administrators by September 25th.

## Grace King High School

### Month #1/ September: COMPASS Observation w/Feedback

<b>S. Meggs-Hamilton</b>	<b>G. Macon</b>	<b>S. Serigny</b>	<b>S. Thomas</b>	<b>S. Brown</b>	<b>K. Torrado</b>	<b>T. Berry</b>
T. Burley	L. Bradley	M. Alfaro	L. Anderson	N. Almerico	V. Aguilar	T. Augustin
J. Cella	K. Caillouet	F. Bush	E. Atkins	B. Anderson	W. Allen	K. Augustine
A. Costanza	K. Charlie	C. Carter	J. Baker	J. Bouyer	J. Babin	S. Dietsch
P. Dutta	K. DaSilva	T. Carter	S. Baxter	T. Bullington	B. Bruhnke	S. Flakes
C. Groves	M. Dyer	J.daSilva-Gonske	M. Bobadilla	K. Gordon	E. Cruz	K. Greichgauer
L. Hernandez	J. Fischtziur	G. Farrugia	K. Chmar	C. Johannsen	S. delCastillo	W. Golden
J. King	S. Mejia	Ja. Fischtziur	D. Feze	C. Lichtenstein	L. Dodds	B. Hitchins
O. Mendez	G. Gaitan	N. Fortuna	A LeBourgeois	L. Newman	M. Estevez	L. Hood
S. Schmitt	D. Garbarino	R. Furtado	A. Livaudais	T. Oliney	P. Guzman	L. Lala
C. Scott	E. Goodwin	L. Garza	M. McCabe	W. Stewart	B. Ledoux	J. Pineda
S. Seidmon	S. Lewis	T. Hamme	T. Olivier	N. SaintFleur	M. Lewis	D. Rhodes
M. Bonura	C. Mancuso	Q. Hughes	M. Radetich	R. Totoro	O. Melendez	B. Rush
J. Hauer	A. Mendez	N. Oliney	L. Renihan	L. Turner	M. Orello	P. Robertson
T. Berry	L. Montero	L. Pilie	C. Sayles	E. Russo	S. Melito	S. Simpson
S. Brown	A. Rome	D. Poole	E. Schwartz	D. Washington	C. Radetich	G. Stewart
G. Macon	M. Spector	J. Summers	B. Stanford	D. Westley	E. Walker	T. Victoriano
S. Thomas	S. Twine-Orticke	C. Thomas	P. Steinbauer	B. Williams	ESL Para Vacancy	L. Walker
K. Torrado	K. Vollmer	B. Uribe	T. Tahvildari	Sped. Para Vacancy	Sped. Para Vacancy	ESL Para Vacancy
S. Serigny	J. Williams	M. Veazy	E. Watt			ESL Para Vacancy

\*Note – September has been reclassified as our initial feedback cycle (Month #1).

# September Events Calendar 2015

Sun	Mon	Tues	Wed	Thu	Fri	Sat
		1 Fr. Stu Co Voting	2 AP KICKOFF-IS	3 Back to School	4	5
FOOTBALL		BOYS CC MEET City Park 4pm	Riverdale 4pm OPEN HOUSE 5-6:30	Pep Rally PM activity		BOYS CC MEET Baton Rouge 8am
BOYS CROSS COUNTRY				W. Jeff 6:30 pm		
6	7 Labor Day	8 <b>PRESIDENT'S CLUB</b>	9	10	11 Interim Issued	12
	NO SCHOOL			National Honor Society		
			Lutheran 4:30	Bonnabel 4:30	Chalmette 7pm	
13	14 Homecoming	15	16	17	18	19 Swimming UNO 1pm
	Meeting			ABIT MEETING	Riverdale (H) 7 pm	BOYS CC MEET <b>St, Paul's TBA</b>
		W. Jeff (H) 4:30	W. Easton 4pm	E. Jeff 4pm		
20	21	22	23	24 BOYS CC MEET Audubon Park 4pm	25	26
		Chalmette (H) 4pm		Higgins 4pm		Swimming Cypress Lake 1pm
				T. Jeff 6:30 pm		

School-Wide Plan

27	28	29	30			
			Lutheran (H) 4:30			
			BOYS CC MEET Pontiff 3:30pm			
		Ehret (H) 4:30				

September Meeting Calendar 2015						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Department Meeting Lateral Planning (Planning Periods 1-4)	2 IS Vertical Planning (2:45 – 3:15) Leadership Team Meeting (3:15 – 4:15) Open House 5:30	3 Targeted Professional Development (Planning Periods 1-4)	4 1 <sup>st</sup> Interim Grading Window Opens @ 8:00 a.m.	5
6	7 Labor Day	8 Employees: Complete Registration or Update in CIS Interactive Achievement Teachers: Administer Pre-assessments	9 1 <sup>st</sup> Interim Grading Window Closes @ Noon	10 School-wide Professional Development (Planning Periods 1-4)	11 1 <sup>st</sup> Nine Weeks Interims  SLT's: Teachers Administer Pre- assessments and gather baseline data	12
13	14	15 Department Meeting Lateral Planning (Planning Periods 1-4)	16 IS Vertical Planning (2:45 – 3:15) Leadership Team Meeting (3:15 – 4:15)	17 ABIT 8:00 a.m.	18	19

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20	21	22	23	24 Content-Specific Collaborative (Planning Periods 1-4)	25	26
27	28	29	30	Oct. 1 Targeted Professional Development (Planning Periods 1-4)	2 Enter Student Learning Targets in CIS  Submit SLT Calculator/Baseline Data to Evaluator	3

- Charter School
- Alternative School
- School in School Improvement
- 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-WIDE PLAN CROSSWALK

*Table of Contents for SWP*

[School-wide Components NCLB Section 1114 (b)(1)(A-J)]  
 [School Improvement Plan NCLB Section 1116(b)(3)(A)(i-x)]

*Each school operating a school-wide program and any school in improvement must include all ten components in their plan.*

Ten Components of a School-wide Program	"Tools" Pages	Ten Requirements of a School Improvement Plan	Your SIP Pages
1. A <u>comprehensive needs assessment</u> 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. School-wide 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.	

School-Wide Plan

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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School-Wide Plan

<p>4. High quality and ongoing professional development for –</p> <ul style="list-style-type: none"> <li>➤ Teachers</li> <li>➤ Principals</li> <li>➤ Paraprofessionals</li> </ul>	<p>45 – 49</p>	<p>4. Effective Professional Development incorporates the following:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Creates a learning community in which substantive professional development is linked primarily to content knowledge and instructional strategies</li> <li>• Provides opportunities for job-embedded professional development</li> <li>• Provides plans for follow-up and support to ensure teacher/student learning</li> <li>• Focuses on student needs</li> <li>• Prepares educators to demonstrate high expectations for all student learning</li> </ul>	
<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)</p> <p>Identify revision date on School Policy chart, page 15 of SIP.</p>	

School-Wide Plan

<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>	
<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><a href="http://www.ed.gov/policy/elsec/guid/preschoolguidance.pdf">http://www.ed.gov/policy/elsec/guid/preschoolguidance.pdf</a></p>	<p>7. Serving Preschool Children Under Title I Non-Regulatory Guidance: Section B-11.</p> <ul style="list-style-type: none"> <li>• Professional development</li> <li>• Teacher classroom visits</li> <li>• Children portfolios</li> </ul>	
<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 Rubric, pages 78 – 81</p>	<p>8. What processes are in place for administrator(s) <b>to identify teachers’ professional development</b> 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>	

School-Wide Plan

10. Coordination and integration of Federal, State, and local services and programs	70 – 72	10. Effective coordination of resources	
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Directions on  
How to Complete the *SWP Template*

- ❑ Submit the District Assurance pages to the Federal Programs Department.
- ❑ 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-Wide Programs.
- ❑ For SWPs 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 original signatures, [USE BLUE INK](#).
  - ❑ **Principal’s Signature**
  - ❑ **Superintendent’s Signature**

*\*Schools submit SWPs to the district for evaluation using the state’s rubric*

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Superintendent's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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## DATA PORTFOLIO

The following items should make up the *Data Portfolio* (to be kept on file at the school):

- **Subgroup Component Report and Principal's Report Card for the last three years.**
- Summary of Findings of Survey Data and all source documents (Teachers, Parents, Students, and Principal) may be completed online. If Parent sample size is inadequate, there must be Parent Focus Group(s).
- Summary of Findings of Interview Data and all source documents. (Principal, Counselor, and Teachers) (Not Optional for Schools in School Improvement)
- Summary of Findings of Focus Group Data and all source documents. (Teachers, Students, and Parents) (Not Optional for Schools in School Improvement)
- Copy of the Data Triangulation Form
- Comprehensive Needs Assessment: Final Report
- DRA, DIBELS, FOUNTAS & PINNELL 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 (ELDA, LEAP/GEE, EOC, 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

School-Wide Plan

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- 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)



School-Wide Plan

Program List: (including during- and after-school programs)	Currently Using	No. of Years	Proposed Program	Deleted Program
Career to Work	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Extended Day Program	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
HIPPY	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH 2 Science	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH Social Studies	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
La GEAR-UP	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
LaSIP	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
LEAD TECH	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Math/Science Partnership	<input checked="" type="checkbox"/>	<u>11</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:	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
	<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):                  After school tutoring programs                  PM SCHOOL</p>
<p>List the Distance Learning (i.e., web-based, satellite) courses provided for your students:                  PLATO</p>

SCHOOL POLICIES AND PARTNERSHIPS

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Policy	Policy #/Bulletin #	Date revised
Crisis Management (emergency/evacuation plan)	§ 339/741	8/2015
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	8/2015
Family Involvement Policy	§ 1903/741 and § 1118/Title I	8/2015
Security Procedures (metal detectors, etc.)	§ 339/741	8/2015
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	8/2015
Student Code of Conduct	§ 1115/741	8/2015
Teacher Quality Strategies (plan for attracting high quality teachers)	§ 1114/Title I	8/2015
Transition Plan for Pre-School Children	§ 1114/Title I	N/A

School Partnerships (Type the name of each partner in the space provided)	
University	University of New Orleans
Technical Institute	Delgado Community College
Feeder School(s)	Meisler Middle, Harris Middle, Adams Middle
Community	South Point Church
Business/Industry	Louisiana Restaurant Association
Private Grants	<b>Donor's Choice</b>
Other	

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Data Triangulation – Strengths

Contributing Factors: It appears as though effective instructional strategies have been used for Algebra I instruction.	
Domain: 500 Sub domain: 550 510	
Instrument(200 Characters): EOC Scores classroom observations, Pre-Post assessments	
Data Type: 1. Cognitive 2. Contextual 3. Cognitive	Findings(500) 1. Increased use of standardized test type questions for assessments by 25% as evidenced by classroom observations 2. Teachers increased rigor of questioning skills 3. EOC scores in Algebra 1 have increased by 3%
Contributing Factors: It appears as though strategies have been used to increase Biology test scores.	
Domain: 500 Sub domain: 550 510	
Instrument(200 Characters): EOC scores, classroom observations, Pre-Post Assessments	
Data Type: 1. Cognitive 2. Contextual 3. Cognitive	Findings(500) 1. EOC scores in Biology are 5% above district average. 2. Teachers increased use of technology in daily lessons. 3. Concentrated practice of scientific reasoning skills in ACT review courses.
Contributing Factors: It appears as though effective strategies have been used to increase ACT composite scores.	
Domain: 500 Sub domain: 550 510	
Instrument(200 Characters): ACT scores, classroom observations	
Data Type: 1. Cognitive 2. Contextual 3. Cognitive	Findings(500) 1. Increased scores from Pre to Post ACT tests composite scores by 5% in the 16-17 point range moved 18 + points. 2. Teachers increased use of ACT testing techniques in classroom assessments. 3. ACT Math scores increased by 4% on average in all point ranges.

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\*Must list at least three findings to justify the Contributing Factors to the Strengths. Refer to Louisiana Needs Analysis (LANA) page 50 Table 52 Domain and Sub domain codes

Data Triangulation – Weaknesses

Contributing Factors: It appears as though there is a lack of effective learning strategies in geometry Classes.	
Domain: 100 Sub domain: 530 510	
Instrument(200 Characters): School report card, EOC scores, Standardized test scores.	
Data Type:	Findings(500)
1. Cognitive	1. EOC scores dropped 5% from 2013 to 2014 in Geometry.
2. Cognitive	2.A 4% discrepancy between district and school EOC scores in Geometry.
3. Attitudinal	3.In the past five years there has been an increasing discrepancy between school ACT math scores and state scores.
Contributing Factors: It appears as though there is a lack of effective learning strategies in English II classes.	
Domain: 500 Sub domain: 530 510	
Instrument(200 Characters): ACT, classroom observations, EOC tests	
Data Type:	Findings(500)
1. Cognitive	1. Decrease of 4% in EOC scores from 2013 to 2014.
2. Cognitive	2. In the past five years there has been an increasing discrepancy between school ACT math scores and state scores.
3. Attitudinal	3. Increase in ELL learners arriving late in school year, as observed by teachers.
Contributing Factors: 75% increase of learners enrolling who are 3 to 4 grade levels below peers with language barriers.	
Domain: 500 Sub domain: 530 550	
Instrument(200 Characters): ELDA Test, classroom observations, EOC scores	

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Data Type:	Findings(500)
1. Cognitive	1.ELDA scores overall decrease by 7% at all levels.
2. Behavioral	2.Large class sizes (teacher observations) and rarely used strategies of differentiated assignments, self-assessments and systematic individual instruction.
3. Contextual	3.Resources for ELL tutoring was limited and sporadic.

\*Must list at least three findings to justify the Contributing Factors to the Weaknesses.  
 Refer to Louisiana Needs Analysis (LANA) page 50 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 SWP.  
 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. <b>Effective strategies in Algebra I classes are resulting in a 4% increase overall higher test scores.</b>	May 2014 EOC test results. Teacher observations show an increased and calculated use of word walls and journaling.
2. <b>Support of change/school improvement among school staff.</b>	Comprehensive needs assessment
3. <b>Implementation of alternative assessments within the math classrooms.</b>	LANA, teacher observations
4. <b>Effective strategies in Biology classes are resulting in a 4% increase overall higher scores.</b>	May 2014 EOC test results. Teacher observations show an increased and calculated use of word walls and technology.

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)
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1. <b>Teacher’s use of technology in class.</b>	Teacher observations and lesson plans.
2. <b>Increased concentrated lessons in testing strategies.</b>	Teacher observations, pre-post ACT assessments
3. <b>Targeted effort of teachers to use higher order questioning techniques.</b>	LANA, teacher observations, EOC reports
4. <b>CRS Teachers contribute to smaller classes. More individual attention for students.</b>	EOC Tests scores, teacher observations

**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. <b>Lack of data driven instruction in all classrooms.</b>	LANA, teacher observations
2. <b>Underutilized assessment tools to detect early problems.</b>	Teacher observations
3. <b>ACT scores show 56% of testing Seniors score below an 18 composite and students are not well-prepared for college</b>	ACT results.
4.	

Part IIb. 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)

School-Wide Plan

1. 5% of core classes have over 30 in a class which makes class size a hindrance to hands on learning.	LANA, teacher self-reporting, survey/school climate survey
2. Lack of understanding of data analysis	Comprehensive needs assessment
3. Little to no collaboration among teachers.	Master schedule, LANA
4. Lack of varied technology use diminishes student engagement and comprehensions.	Classroom observations, LANA
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	Increase all standardized scores of all students in Geometry.	
Research-Based Strategy 1: <input 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
1.1 Geometry teachers will analyze data from a variety of sources to prioritize and determine learning needs and professional development/learning goals.	1.1 Administrators, along with team members, will analyze assessment data to drive lesson development as data becomes available 6 times a year. Teachers will use the data to plan lessons accordingly.	

School-Wide Plan

1.2 Students will use various technologies in the classroom to heighten level of engagement.		1.2 Administrators and leadership team members will conduct visits in Algebra I classrooms to monitor effective use of technology.
1.3 Administrators will take measures to ensure low class numbers within the Algebra I classes. Clearly communicate academic expectations to all stakeholders.		1.3 Administrators and district personnel will observe teachers for classroom management, academic rigor, differentiated learning strategies, and inclusion of CCSS and report findings to teachers in informal conference settings at least once a semester.
OBJECTIVES: Up to 3		DESIRED OUTCOMES:
1.1	1.2 Students will use various technologies in the classroom to heighten level of engagement.	1.2 Administrators and leadership team members will conduct visits in Algebra I classrooms to monitor effective use of technology.
1.2	1.3 Administrators will take measures to ensure low class numbers within the Geometry classes. Clearly communicate academic expectations to all stakeholders.	1.3 Administrators and district personnel will observe teachers for classroom management, academic rigor, differentiated learning strategies, and inclusion of CCSS and report findings to teachers in informal conference settings at least once a semester.
1.3	1.2 Students will use various technologies in the classroom to heighten level of engagement.	1.2 Administrators and leadership team members will conduct visits in Geometry classrooms to monitor effective use of technology.

FCI-Indicates Family Community Involvement Activities

C-Indicates Curriculum Activities

PD-Indicates Professional Development

STEM- Indicates Science, Technology, Engineering, and Mathematics Activities

CCR-Indicates College and Career Readiness Activities

L-Indicates Literacy Activities

Activity (1500 Characters)	Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
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School-Wide Plan

Summative Evaluation (250 Characters): EOC Geometry and Explore results from Spring 2014 and 2015 to determine achievement of goals and objectives.			
Implementation Issues (250 Characters)	Date Presented	Resolution(s) (250 Characters)	Date Resolved
	date		date
	date		date

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Action Plan – Activities indicated should address all subgroups.

School-Wide Plan

GOAL 2	By 2015-2016, the percentage of <b>students who score excellent and good on all EOC will increase by 10%, students' scores in all other administered standardized tests will increase by 10%</b> . Scores will be reached by increasing reading comprehension in all classes.	
Research-Based Strategy 1: <input 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	
2.1The school content leadership team will analyze data from a variety of sources (pre-assessments, intervals, standardized test scores) to prioritize and determine learning needs and professional development/learning goals.	2.1 Content leaders will analyze ACT, EOC, intervals to drive lesson development as data becomes available six times a year. Teachers will use the data to plan lessons accordingly.	
2.2 Teacher swill implement standardized testing strategies every class meeting. Develop CCSS aligned assessment questions and utilize data driven analysis of those assessments to maintain rigor in the classroom. Reduced class size to facilitate implementation of strategies most effectively.	2.2 Unit plans will be reviewed by Content Level Leaders for alignment to CCSS. Assessments will be reviewed by evaluators for correct implementation of goals and strategies. Teachers will revise assessments as deemed by evaluators.	
2.3Khan Academy, USA Test Prep, other blended learning packages and technologies, including but not limited to calculators, document cameras, various apps that will be incorporated by teachers in order to properly prepare students for standardized testing	2.3 Evidence of weekly use of technology will be reviewed by administration on lesson plans, observations (formal/informal)	
OBJECTIVES: Up to 3		DESIRED OUTCOMES:
2.1	Teachers will be able to develop, analyze, revise/revisit unit lessons and assessments as aligned with CCSS strands and strategies with 80% accuracy.	Improved differentiated instruction and learning strategies as aligned with CCSS.
2.2	Implement supplemental materials to enhance learning in the classroom, 30% of the quarter will be dedicated to using materials.	Improvement in standardized testing scores, increase of on time completion of homework, class assignments, and timed assessments.

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School-Wide Plan

Activity (1500 Characters)	Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
G2A1 Practice tests, preparation materials, registration fees for ACT, PLAN, EXPLORE, AP, and PSAT will be purchased for the school to practice, prepare, and take high stakes testing in all grade levels. (Materials & Supplies, workbks/ebooks, headsets). More individual instructional time with students to reinforce learning strategies for high stakes testing via after school tutoring sessions. Students will attend workshops targeted to increasing ACT scores. Parent notification of academic family nights and events.(printing & postage)	Ass. Principal of Curriculum	Sept. 15, 2015	May 20, 2016	\$22800 (AP testing)  \$1400 (teachers/admin ext'd hrs) \$225 (Custodial) \$1900 (postage/print)	T1 SI  T1 SI  T1 SI  T1 SI
G2A2Students will participate in blended learning through the use of computers and other technology resources to increase student achievement in Common Core State Standards in English Language Arts and Mathematics. Students will use technology devices and accessories computer based learning programs that increase student achievement in writing, reading comprehension, mathematical reasoning and problem-solving skills, student engagement, and provide for differentiated instruction based on individual student strengths and weaknesses. Teachers will make informed decisions regarding individualized student data generated by participation in blended learning programs. Student achievement among all subgroups including students with disabilities, English Language Learners and students at risk will increase as a result of increased engagement and differentiated instruction.	Principal Classroom Teachers Students	May,2015	May, 2016		
G2A3 Math and ELA classes require supplemental equipment/materials/workbooks in order to implement LDC/MDC properly into the classroom, annotation sets, white board class sets, probes/sensors, interactive boards, paper and toner. (materials & supplies).	Title 1 Lead	Sept. 2015	Oct. 15, 2015	\$9310. \$3100. \$1200	T1 SI

School-Wide Plan

<p>G2A4 To encourage the use of technology and group activities within smaller standardize testing classes in order to increase engagement, classrooms need: Web 2.0 applications, Read 180, Kahn Academy, Eagle, and USATest Prep and other similar educational applications. Desktop computer lab (53 computers, printer, toner)</p>	<p>Title 1 Lead  Title III Lead</p>	<p>Sept. 15, 2015  Sept. 15, 2015</p>	<p>OCT. 15, 2015  Oct. 15, 2015</p>	<p>\$48389 \$917</p>	<p>T1 SI T1 SI  TIII</p>
<p>G2A6 Beginner level English language learners will use Rosetta Stone or similar software licenses to develop language skills through online/interactive learning. Student will use these software licenses and peripherals (headphones) to increase English language acquisition and increase student achievement in all content areas. Parent advisor to be hired to assist with at-risk students. Beginner level English language learners will use Rosetta Stone and Edmentum ESL Reading Smart/Reading Math and Reading Eggs Program, software licenses to develop language skills through online/interactive learning. Student will use these software licenses to increase English language acquisition and increase student achievement in all content areas.</p>	<p>Principal Teachers Students  Title III Lead  Karina Castillo</p>	<p>July, 2015</p>	<p>June, 2016</p>	<p>Cost of Software Licenses  \$22340 + benefits</p>	<p>T1 District Funds  T1</p>
<p>G2A7 Implementation of ELA strategies in ESL classrooms via cold reads and other reading strategies – use of classroom libraries, technology, ancillary materials.</p>	<p>ESL Dept. Head</p>	<p>Sept 15, 2014</p>	<p>May 23, 2014</p>	<p>\$1000</p>	<p>TIII</p>
<p>G2A8 Transitional services for incoming Freshmen and outgoing Seniors will help to insure success in academics. Programs to be utilized include but not limited to: Homeroom Academic counseling, individual counselor visitations, Freshmen Orientation. Transitional services for T9 and ELL learners include Read 180 in order to get students on reading level.</p>	<p>Leadership Team</p>	<p>Sept. 1, 2015</p>	<p>May 23, 2016</p>	<p>\$2950</p>	<p>T1 SI</p>
<p>Summative Evaluation (250 Characters):</p>					

School-Wide Plan

Implementation Issues (250 Characters)	Date Presented	Resolution(s) (250 Characters)	Date Resolved
3.1 Increase by 15% parental participation in school events.	date		date
3.2 Open lines of transparency with parents and community concerning school events, activities, and important dates.	date		date

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