

# **TANGIPAHOA PARISH SCHOOL SYSTEM**

## ***Commitment to Academic Proficiency***

***A Focus on Academic Improvement in  
Each School and the Entire District***

**Three-Year Initiative for Academic Growth  
June 2008 through June 2011**

**Mark Kolwe, Superintendent**

# ***SUPERINTENDENT'S MESSAGE***

Tangipahoa Parish as a district must focus on preparing our students to be competitive on a national and international level. The district, and each individual school, must reach desired goals of academic progress. Improvement requires that we analyze our problems, develop solutions and implement activities.

Tangipahoa Parish made progress in the earlier steps in accountability which resulted in various successes with most of the schools receiving labels denoting academic progress. At this time of a new era of leadership, we see an urgency to bring this school district to a level of educational excellence. This will be a journey that will require the collaboration of all constituencies for new achievements.

I extend sincere appreciation to all persons participating in efforts to bring this initiative for academic growth to fruition. Many hours were devoted to ensuring all stakeholders received opportunity for input. All written comments were reviewed and addressed. I know many more hours of planning and implementation will be needed to meet district goals. I sincerely ask that each of you join in this effort to define the greatest opportunities for all our students.

Sincerely,

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Mark Kolwe, Superintendent  
Tangipahoa Parish School System

# **VISION, MISSION, BELIEFS AND VALUES AS DEFINED BY LOUISIANA DEPARTMENT OF EDUCATION**

## **VISION**

Create a world-class education system for all students in the Tangipahoa Parish School System.

## **MISSION**

Improve academic performance for all students, eliminate achievement gaps and prepare students to be effective citizens in a global market.

## **BELIEFS**

- All children can learn and achieve at significantly higher levels.
- All students must have the opportunity for high quality education to realize their potential.
- Schools must be safe, orderly, and drug free.
- Faculty and staff, which are essential to school excellence, must be high quality.
- Parent, family, and community involvement are critical for students to succeed.
- All schools must be physically, fiscally, and educationally effective.
- Students should have some form of postsecondary coursework and/or workplace experience prior to graduation.

## **VALUES**

- E Excellence in education for children
- D Dignity and diversity, which create a culture where different ideas are respected and embraced
- U Unity of vision and mission
- C Commitment to continuous progress in every school
- A Academic achievement at the highest level for every child in Tangipahoa Parish
- T Teamwork within our schools and our district
- I Involvement of every stakeholder in educating the students of our parish
- O Opportunities for all children to receive a quality education
- N "Nothing but the best" as our philosophy for every child, in every school and in our school district

## INTRODUCTION TO THE PLAN

As defined by the “Performance Label Expectations” listed on the following pages the commitment of the Tangipahoa Parish School System and of each individual school is extremely clear. Academic performance in the district schools must no longer continue at low incremental growth stages but must become the highest priority for each upcoming year. The charts display the Performance Labels that will determine the goals for each and every school. Only when schools improve will the district academic performance improve. Therefore, all facets of the district and each school must be directed to academic improvement that includes even greater direction, support, and monitoring of actions in schools currently at one star or lower.

The following charts will be updated when spring 2008 results are available and each school 2007-2008 School Report Card is produced and released publicly in early fall by the Louisiana Department of Education. In 2008 various gains may be expected in some schools due to a beginning focus on using data, increased supervisory visits in schools plus direct interaction between principals and the Superintendent and academic leaders.

To meet the set incremental expectations for each school, many more actions proven to increase student academic achievement will be required. The focus areas provide starting points for the improvement needed. Most actions are interrelated, address immediate needs, require detailed planning, need strong leadership, include scheduled collaboration, state strong expectations and will demonstrate results. Therein lies the process for determining the value of included processes, programs, and plans.

The current plan was developed using a variety of sources including

- written direction for education in Louisiana as outlined by the newly-appointed State Superintendent of Education.
- *School Improvement Principles and Indicators for Louisiana* outlining the nine principles for school improvement and used extensively to complete external audits in low-achieving schools.
- *Correlates of Effective Schools* providing over thirty years of research regarding factors that improve school academic performance.
- examination of strategic plans from other school districts in and out of state.
- scanning a variety of current literature and State initiatives.
- discussions held with all instructional staff leaders in the district with follow-up response and input from other stakeholders.
- summative data from a myriad of documents in the district.

# ***COMMITMENT***

***Commitment*** is what transforms a promise into reality. It is the words that speak boldly of your intentions and the actions which speak louder than words.

***Commitment*** is making the time when there is none. It is coming through time after time, year after year.

***Commitment*** is the stuff character is made of: the power to change the face of things. It is the daily triumph of integrity over skepticism.

Modified from Statement with Author Unknown

## TANGIPAHOA PARISH SCHOOL SYSTEM Performance Label Expectations

In 1998-99, the Louisiana School and District Accountability System established a **10** year goal for all schools to achieve a minimum School Performance Score of **100** points. In 2003-2004, federal mandates increased the minimum required score to **120** points and extended the timeline to the year **2014**. The following Performance Label format was then designed for schools and districts:

<u>Performance Labels</u>	<u>School Performance Score (SPS)</u>
Five Stars *****	SPS 140.0 or higher
Four Stars****	SPS 120-139.9
Three Stars***	SPS 100-119.9
Two Stars**	SPS 80- 99.9
One Star*	SPS 60- 79.9
Academically Unacceptable	SPS below 60

Six years of this cycle remain with much progress yet to be made. For Tangipahoa Parish School System to achieve this ambitious mandate, a steadfast commitment to accelerated progress for the district as well as each school has been outlined below:

**Commitment 1:** By 2014 the Tangipahoa Parish School System will achieve a minimum District Performance Label of Four Stars.

### Tangipahoa Parish School System District Performance Score (DPS) Commitment Continuum

2007 DPS TANGIPAHOA PARISH	2007 PERFORMANCE LABEL	Incremental Expectations For Performance Labels (Stars)					
		2010		2012		2014	
		2009	2010	2011	2012	2013	2014
<b>79.9</b>	1 Star	2	2	3	3	4	4 or 5

**Commitment 2:** By 2014, all system schools will achieve a minimum Performance Label of Four Star

**Incremental Expectations:**

**By 2010:**

All current One Star schools will achieve a Two Star Performance Label.  
All Two Star schools will achieve a Three Star Performance Label.

**By 2012:**

All Two Star schools will achieve a Three Star Performance Label.  
All Three Star schools will achieve a Four Star Performance Label.

**By 2014:**

All Three Star schools will achieve a Four Star Performance Label.  
All Four Star schools will maintain or exceed a Four Star Performance Label

## TANGIPAHOA PARISH SCHOOL SYSTEM Performance Label Expectations

**Commitment:** By 2014, all system schools will achieve a minimum Performance Label of Four Stars.

**Incremental Expectations:**

**By 2010:**

All current One Star schools will achieve a Two Star Performance Label.

All Two Star schools will achieve a Three Star Performance Label.

**By 2012:**

All Two Star schools will achieve a Three Star Performance Label.

All Three Star schools will achieve a Four Star Performance Label.

**By 2014:**

All Three Star schools will achieve a Four Star Performance Label.

All Four Star schools will maintain or exceed a Four Star Performance Label.

<u>Performance Labels</u>	<u>School Performance Score (SPS)</u>
Five Stars *****	SPS 140.0 or higher
Four Stars****	SPS 120-139.9
Three Stars***	SPS 100-119.9
Two Stars**	SPS 80-99.9
One Star*	SPS 60-79.9
Academically Unacceptable	SPS below 60

### Commitment Continuum

Amite High School District	2007 SPS	2007 PERFORMANCE LABEL	Incremental Expectations For Performance Labels (Stars)					
			2010		2012		2014	
			2009	2010	2011	2012	2013	2014
Amite Elementary	<b>81.2</b>	2 Stars	2	3	3	4	4	4 or 5
Roseland Elementary*	<b>53.1</b>	Academically Unacceptable (AUS)	1	1	2	2	3	4
West Side Middle	<b>76.0</b>	1 Star	2	2	3	3	4	4 or 5
Amite High School	<b>79.1</b>	1 Star	2	2	3	3	4	4 or 5

\*Incremental Expectations vary for 2010 and 2012 due to Academically Unacceptable School status

## TANGIPAHOA PARISH SCHOOL SYSTEM Performance Label Expectations

**Commitment:** By 2014, all system schools will achieve a minimum Performance Label of Four Stars.

**Incremental Expectations:**

**By 2010:**

All One Star schools will achieve a Two Star Performance Label.

All Two Star schools will achieve a Three Star Performance Label.

**By 2012:**

All Two Star schools will achieve a Three Star Performance Label.

All Three Star schools will achieve a Four Star Performance Label.

**By 2014:**

All Three Star schools will achieve a Four Star Performance Label.

All Four Star schools will maintain or exceed a Four Star Performance Label.

<u>Performance Labels</u>	<u>School Performance Score (SPS)</u>
Five Stars *****	SPS 140.0 or higher
Four Stars****	SPS 120-139.9
Three Stars***	SPS 100-119.9
Two Stars**	SPS 80-99.9
One Star*	SPS 60-79.9
Academically Unacceptable	SPS below 60

### Commitment Continuum

Hammond High School District	2007 SPS	2007 Performance Label	Incremental Expectations for Performance Labels (Stars)					
			2010		2012		2014	
			2009	2010	2011	2012	2013	2014
Woodland Park	<b>64.9</b>	1 Star	1	2	2	3	3	4
Hammond Eastside Primary	<b>70.9</b>	1 Star	2	2	3	3	4	4
Hammond Eastside Upper	<b>64.8</b>	1 Star	1	2	2	3	3	4
Hammond Westside Primary	<b>63.4</b>	1 Star	1	2	2	3	3	4
Hammond Westside Upper.	<b>61.2</b>	1 Star	1	2	2	3	3	4
Hammond Jr. High	<b>69.7</b>	1 Star	1	2	2	3	3	4
Southeastern Lab**	<b>121.0</b>	4 Stars	4	4	4	5	5	5
Hammond High*	<b>84.7</b>	2 Stars	2	3	3	4	4	4 or 5

\*Hammond High feeder schools may also include Champ Cooper, Lucille Nesom Middle, Southeastern Lab School, and other Hammond area non-public schools. \*\*Southeastern Lab School utilizes specific enrollment criteria.

## TANGIPAHOA PARISH SCHOOL SYSTEM

### Performance Label Expectations

**Commitment:** By 2014, all system schools will achieve a minimum Performance Label of Four Stars.

**Incremental Expectations:**

**By 2010:**

All One Star schools will achieve a Two Star Performance Label.  
 All Two Star schools will achieve a Three Star Performance Label.

**By 2012:**

All Two Star schools will achieve a Three Star Performance Label.  
 All Three Star schools will achieve a Four Star Performance Label.

**By 2014:**

All Three Star schools will achieve a Four Star Performance Label.  
 All Four Star schools will maintain or exceed a Four Star Performance Label.

<u>Performance Labels</u>	<u>School Performance Score (SPS)</u>
Five Stars *****	SPS 140.0 or higher
Four Stars****	SPS 120-139.9
Three Stars***	SPS 100-119.9
Two Stars**	SPS 80-99.9
One Star*	SPS 60-79.9
Academically Unacceptable	SPS below 60

#### Commitment Continuum

Independence High School District	2007 SPS	2007 Performance Label	Incremental Expectations for Performance Labels (Stars)					
			2010		2012		2014	
			2009	2010	2011	2012	2013	2014
Independence Elementary	<b>78.3</b>	1 Star	2	2	3	3	4	4 or 5
Independence Middle	<b>65.8</b>	1 Star	1	2	2	3	3	4
Independence High*	<b>76.2</b>	1 Star	2	2	3	3	4	4 or 5

Independence High School District	2007 SPS	2007 Performance Label	Incremental Expectations					
			2010		2012		2014	
			2009	2010	2011	2012	2013	2014
Midway Elementary	<b>81.8</b>	2 Stars	2	3	3	4	4	4 or 5
Natalbany Elementary	<b>76.0</b>	1 Star	1	2	2	3	3	4
Lucille Nesom Middle	<b>81.1</b>	2 Stars	2	3	3	4	4	4 or 5

\*Independence High School feeder schools may also include Lucille Nesom Middle school and Independence area non-public schools.

# TANGIPAHOA PARISH SCHOOL SYSTEM

## Performance Label Expectations

**Commitment:** By 2014, all system schools will achieve a minimum Performance Label of Four Stars.

**Incremental Expectations:**

**By 2010:**

All One Star schools will achieve a Two Star Performance Label.  
 All Two Star schools will achieve a Three Star Performance Label.

**By 2012:**

All Two Star schools will achieve a Three Star Performance Label.  
 All Three Star schools will achieve a Four Star Performance Label.

**By 2014:**

All Three Star schools will achieve a Four Star Performance Label.  
 All Four Star schools will maintain or exceed a Four Star Performance Label.

<u>Performance Labels</u>	<u>School Performance Score (SPS)</u>
Five Stars *****	SPS 140.0 or higher
Four Stars****	SPS 120-139.9
Three Stars***	SPS 100-119.9
Two Stars**	SPS 80-99.9
One Star*	SPS 60-79.9
Academically Unacceptable	SPS below 60

### Commitment Continuum

Kentwood High School District	2007 SPS	2007 Performance Label	Incremental Expectations for Performance Labels (Stars)					
			2010		2012		2014	
			2009	2010	2011	2012	2013	2014
O. W. Dillon	<b>65.8</b>	1 Star	1	2	2	3	3	4
Kentwood High	<b>67.1</b>	1 Star	1	2	2	3	3	4

## TANGIPAHOA PARISH SCHOOL SYSTEM

### Performance Label Expectations

**Commitment:** By 2014, all system schools will achieve a minimum Performance Label of Four Stars.

**Incremental Expectations:**

**By 2010:**

All One Star schools will achieve a Two Star Performance Label.  
 All Two Star schools will achieve a Three Star Performance Label.

**By 2012:**

All Two Star schools will achieve a Three Star Performance Label.  
 All Three Star schools will achieve a Four Star Performance Label.

**By 2014:**

All Three Star schools will achieve a Four Star Performance Label.  
 All Four Star schools will maintain or exceed a Four Star Performance Label.

<u>Performance Labels</u>	<u>School Performance Score (SPS)</u>
Five Stars *****	SPS 140.0 or higher
Four Stars****	SPS 120-139.9
Three Stars***	SPS 100-119.9
Two Stars**	SPS 80-99.9
One Star*	SPS 60-79.9
Academically Unacceptable	SPS below 60

### Commitment Continuum

Loranger High School District	2007 SPS	2007 Performance Label	Incremental Expectations for Performance Labels (Stars)					
			2010		2012		2014	
			2009	2010	2011	2012	2013	2014
Loranger Elementary	<b>90.7</b>	2 Stars	3	3	4	4	4 or 5	4 or 5
Loranger Middle	<b>99.5</b>	2 Stars	3	3	4	4	4 or 5	4 or 5
Loranger High	<b>98.6</b>	2 Stars	3	3	4	4	4 or 5	4 or 5

## TANGIPAHOA PARISH SCHOOL SYSTEM

### Performance Label Expectations

**Commitment:** By 2014, all system schools will achieve a minimum Performance Label of Four Stars.

**Incremental Expectations:**

**By 2010:**

All One Star schools will achieve a Two Star Performance Label.  
 All Two Star schools will achieve a Three Star Performance Label.

**By 2012:**

All Two Star schools will achieve a Three Star Performance Label.  
 All Three Star schools will achieve a Four Star Performance Label.

**By 2014:**

All Three Star schools will achieve a Four Star Performance Label.  
 All Four Star schools will maintain or exceed a Four Star Performance Label.

<u>Performance Labels</u>	<u>School Performance Score (SPS)</u>
Five Stars *****	SPS 140.0 or higher
Four Stars****	SPS 120-139.9
Three Stars***	SPS 100-119.9
Two Stars**	SPS 80-99.9
One Star*	SPS 60-79.9
Academically Unacceptable	SPS below 60

#### Commitment Continuum

Ponchatoula High School District	2007 SPS	2007 Performance Label	Incremental Expectations for Performance Labels (Stars)					
			2010		2012		2014	
			2009	2010	2011	2012	2013	2014
Perrin	<b>88.5</b>	2 Stars	2	3	3	4	4	4 or 5
Tucker	<b>91.0</b>	2 Stars	3	3	4	4	4 or 5	4 or 5
D.C. Reeves Elementary	<b>87.3</b>	2 Stars	2	3	3	4	4	4 or 5
Martha Vinyard	<b>85.5</b>	2 Stars	2	3	3	4	4	4 or 5
Ponchatoula Jr. High	<b>89.3</b>	2 Stars	2	3	3	4	4	4 or 5
Ponchatoula High*	<b>99.7</b>	2 Stars	3	3	4	4	4 or 5	4 or 5

\*Ponchatoula High School feeder schools may also include Champ Cooper and Ponchatoula area non-public schools.

# TANGIPAHOA PARISH SCHOOL SYSTEM

## Performance Label Expectations

**Commitment:** By 2014, all system schools will achieve a minimum Performance Label of Four Stars.

**Incremental Expectations:**

**By 2010:**

All One Star schools will achieve a Two Star Performance Label.

All Two Star schools will achieve a Three Star Performance Label.

**By 2012:**

All Two Star schools will achieve a Three Star Performance Label.

All Three Star schools will achieve a Four Star Performance Label.

**By 2014:**

All Three Star schools will achieve a Four Star Performance Label.

All Four Star schools will maintain or exceed a Four Star Performance Label.

**Performance Labels**

Five Stars \*\*\*\*\*

Four Stars\*\*\*\*

Three Stars\*\*\*

**Two Stars\*\***

One Star\*

Academically Unacceptable

**School Performance Score (SPS)**

SPS 140.0 or higher

SPS 120-139.9

SPS 100-119.9

**SPS 80-99.9**

SPS 60-79.9

SPS below 60

**Commitment Continuum**

Sumner High School District	2007 SPS	2007 Performance Label	Incremental Expectations for Performance Labels (Stars)					
			2010		2012		2014	
			2009	2010	2011	2012	2013	2014
Chesbrough Elementary	<b>87.4</b>	2 Star	2	3	3	4	4	4 or 5
Spring Creek	<b>99.1</b>	2 Star	3	3	4	4	4 or 5	4 or 5
Sumner High	<b>90.6</b>	2 Star	3	3	4	4	4 or 5	4 or 5

# TANGIPAHOA PARISH SCHOOL SYSTEM

## Performance Label Expectations

**Commitment:** By 2014, all system schools will achieve a minimum Performance Label of Four Stars.

**Incremental Expectations:**

**By 2010:**

All One Star schools will achieve a Two Star Performance Label.

All Two Star schools will achieve a Three Star Performance Label.

**By 2012:**

All Two Star schools will achieve a Three Star Performance Label.

All Three Star schools will achieve a Four Star Performance Label.

**By 2014:**

All Three Star schools will achieve a Four Star Performance Label.

All Four Star schools will maintain or exceed a Four Star Performance Label.

**Performance Labels**

**School Performance Score (SPS)**

Five Stars *****	SPS 140.0 or higher
Four Stars ****	SPS 120-139.9
Three Stars ***	SPS 100-119.9
Two Stars **	SPS 80-99.9
One Star *	SPS 60-79.9
Academically Unacceptable	SPS below 60

### Commitment Continuum

	2007 SPS	2007 Performance Label	Incremental Expectations for Performance Labels (Stars)					
			2010		2012		2014	
			2009	2010	2011	2012	2013	2014
Champ Cooper *	<b>94.2</b>	2 Stars	2	3	3	4	4	4 or 5

\*May be a feeder school for both Hammond High School and Ponchatoula High School.

# TANGIPAHOA PARISH SCHOOL SYSTEM

## Performance Label Expectations

**Commitment:** By 2014, all system schools will achieve a minimum Performance Label of Four Stars.

**Incremental Expectations:**

**By 2010:**

All One Star schools will achieve a Two Star Performance Label.  
 All Two Star schools will achieve a Three Star Performance Label.

**By 2012:**

All Two Star schools will achieve a Three Star Performance Label.  
 All Three Star schools will achieve a Four Star Performance Label.

**By 2014:**

All Three Star schools will achieve a Four Star Performance Label.  
 All Four Star schools will maintain or exceed a Four Star Performance Label.

<u>Performance Labels</u>	<u>School Performance Score (SPS)</u>
Five Stars *****	SPS 140.0 or higher
Four Stars****	SPS 120-139.9
Three Stars***	SPS 100-119.9
Two Stars**	SPS 80-99.9
One Star*	SPS 60-79.9
Academically Unacceptable	SPS below 60

### Commitment Continuum

#### Modified for Alternative Schools

	2007 SPS	2007 Performance Label	Incremental Expectations for Performance Labels (Stars)					
			2010		2012		2014	
			2009	2010	2011	2012	2013	2014
Crystal Academy	<b>34.8</b>	AUS	1	1	2	2	3	3 or 4
Northwood High School	<b>22.6</b>	AUS	1	1	2	2	3	3 or 4
TPSS P.M. School	<b>20.3</b>	AUS	1	1	2	2	3	3 or 4

Note: Both Northwood High School and TPSS P.M. School draw students from throughout the district. The Crystal Academy Transitional Program is composed of selected students from Hammond Eastside Upper, Hammond Westside Upper and Hammond Junior High.

## OVERVIEW OF THE PLAN

**Reviewers will find the plan divided into four major focus areas:**

Focus Area I	Academic Achievement
Focus Area II	Highly Qualified Personnel
Focus Area III	Learning Environment
Focus Area IV	Coordination and Communication

**Three concepts will guide additional planning and expansion of the activities:**

1. **BUILDING CAPACITY**-- Personnel will be provided with resources, information, and support to make decisions and solve problems at the earliest level possible in the organization, such as classroom, then school, and last district.
2. **STAKEHOLDER INPUT**-- Personnel most affected by components of the plan will have input into those components.
3. **CONSISTENCY AND COHERENCE** -- Consistent expectations, set within realistic parameters for flexibility, will set the tone for development of processes and documents that will contribute to greater cohesiveness within the Tangipahoa Parish School System.

The original plan will be displayed on the district web site beginning July 1, 2008. Reviewers will find the plan contains the major strategic actions. A variety of related activities must be initiated and completed to provide success for each strategic action. Activities will be continuously added and updated quarterly on the district web site beginning October 1, 2008.

Reviewers will understand this is a coordinated and comprehensive plan designed specifically to guide the academic improvement of the Tangipahoa Parish School System. This plan dated May 21, 2008, is the original document. Each year by July 1, the plan will be revised and expanded as needed according to more recent information and results of analysis of new data.

Most important is how the plan will be implemented. The Chief Academic Officer will be the coordinator for all aspects of implementation. Directors of Curriculum and Instruction, Special Education, Technology, Federal Programs, Human Resources, and Child Welfare and Attendance will facilitate the direction and collaboration needed to bring forth and complete the activities. As all supervisory, administrative, and instructional personnel work together, all stakeholders can expect to participate in the initiation and expansion of activities that contribute to the academic success of each student, every school and the entire district.

## **Focus Area I: Academic Achievement**

The area of Academic Achievement is the heart of school improvement. All components focus on developing and providing an extensive and in-depth Tangipahoa Parish School System Curriculum that allows all students opportunities to increase academic growth. At the same time, the curriculum, instruction and assessment activities shall include the Louisiana Grade Level Expectations that will allow all students the opportunity to become proficient on State competency testing programs.

**Goal: To increase individual student, school and district academic performance significantly**

**Objective IA: To identify, analyze and utilize data for decision-making**

Strategic Actions:

1. Provide materials and opportunities that allow personnel to become knowledgeable in accessing, reading, interpreting and analyzing summative and formative data.
  - a. Determine the person to assume the responsibilities of District Level Coordinator for Data with clarification of specific tasks.
  - b. Develop information charts that will identify types of data available.
  - c. Develop and distribute a "Data Handbook" to provide basic information regarding types of data and serve as a guide for using data.
  - d. Develop and present annual professional development sessions for central office staff, school administrators and teachers per school to create a base for knowledge and experience to understand and use data for decision-making.
2. Analyze summative assessment\* results to determine academic growth by district, school, grade, subject, subgroups, standards, subtests and individual student.
  - a. Establish a process for the collection of summative data results in the most efficient manner possible.
  - b. Determine the format and process for reporting yearly summative results.
  - c. Develop and provide to the Superintendent a written yearly summary status report.
3. Utilize summative assessment\* results to recommend changes to accelerate academic growth of all students and minimize disparities.
  - a. Develop a team approach for review of all analysis with recommendations where changes need to be considered.
  - b. Recommend appropriate changes to the Superintendent, Chief Academic Officer, directors and school principals.
4. Complete an annual overview of Performance Label Progress as displayed in the introductory charts.

- a. Recognize schools meeting the incremental expectations according to the Commitment Continuum.
- b. Identify and develop a process to provide assistance to schools not making incremental growth, but who are making growth of at least three-fourths of the points toward meeting incremental expectations.
- c. Develop and provide "Next Steps" assistance to schools not making at least three-fourth of the points for meeting the academic growth stated on the Commitment Continuum.

\*In sections 2, 3 and 4 above formative data is not included but will be utilized in Objective I D.

**Objective IB: To design a curriculum based on rigorous and relevant standards to meet the diverse needs of all students in the District.**

Strategic Actions:

1. Develop a chart displaying all district-wide and school-wide programs that impact the academic learning in the core areas.
2. Organize and coordinate all components of the curriculum that include literacy and numeracy.
3. Develop and implement a curriculum aligned to State standards.
4. Create, by using a District Curriculum and Instruction Oversight/Leadership Team, a plan to use in designing and implementing an aligned and articulated K-12 curriculum in core subject areas that meets and exceeds State competency standards while utilizing the Louisiana Comprehensive Curriculum.
5. Select Subject Area Teams to design the aligned and articulated K-12 curriculum in core subjects.
  - a. Study and develop pacing parameters.
  - b. Specify materials needed for curriculum implementation; including, but not limited to, adopted text components; state-produced materials, and others as needed district-wide.
  - c. Utilize curriculum mapping to complete vertical alignment.
  - d. Set in place curriculum articulation processes within high school districts.
  - e. Implement a professional development plan that requires participation of all instructional personnel providing instruction in new curriculum programs or initiatives.
6. Specify where and how each supplementary program enhances the general curriculum to ensure academic growth.
7. Enact a process that provides curriculum information to all stakeholders.
8. Develop and implement a process for monitoring, evaluating, and annually revising each written, taught, and assessed curriculum.
9. Investigate and implement revised materials, instructional procedures, and monitoring of both after-school tutoring programs and summer school programs.
10. Study the potential for increasing the pre-kindergarten program over a

period of time.

11. Evaluate the results of the inclusion process district wide and school wide, determine progress, and complete modifications as needed.
12. Establish standardized methods for selecting and implementing new models and programs that address the unique learning needs of students.
13. Develop and provide a listing of all technology resources that are available for use in general and in specific subject areas.
14. Plan and deliver professional development that ensures initial training and job-embedded follow-up in the curriculum process and individual subject implementation plans.
15. Seek methods in junior high and high school experiences to connect curriculum to job market, skills for the future, etc.

Clarification: Actions listed in this plan do not exclude activities for improving reading or other subjects that schools may choose to use in the School Improvement Plan.

**Objective IC: To ensure instructional planning and delivery meet the needs of all students.**

Strategic Actions:

1. Develop clearly written guidelines and models that will ensure instructional planning reflects the aligned curriculum and includes effective methods for delivery of instruction.
  - a. Establish guidelines through a coordinated process under the direction of the Director of Curriculum and Instruction and reviewed by the District Curriculum and Instruction Oversight/Leadership Team.
  - b. Provide descriptions and models of the components of effective lessons.
  - c. Provide the training opportunities, and clarifications regarding the use of OnCourse to write and submit plans.
  - d. Utilize varied instructional strategies that will address the learning styles of all students, including the literacy strategies being presented in the Louisiana Comprehensive Curriculum.
2. Implement a process for monitoring, evaluating, and providing specific feedback to improve the quality of lesson planning and delivery of instruction.
3. Establish regularly scheduled grade or subject area collaborative planning meetings at the school level.
4. Determine and implement a process for evaluation of planning and delivery of instruction
5. Determine supplementary programs or processes that will be used throughout the district or in selected subjects and/or grade levels.
6. Provide set guidelines to protect Instructional time.
7. Monitor classroom instruction from all levels within the organization.

8. Provide professional development for instructional planning both district wide and within each school.
9. Study and implement methods for teacher planning during school time .
10. Coordinate and implement plans where the inclusion process is used to increase student achievement.

**Objective ID: To develop and implement a plan for utilizing formative assessment to determine ongoing progress within each school year.**

Strategic Actions:

1. Utilize the assessment format and similar items that reflect state testing of LEAP/GEE/iLEAP Grade Level Expectations and EOC testing.
2. Develop and utilize benchmark/formative assessment to monitor student progress toward mastering Grade Level Expectations.
  - a. State-developed
  - b. District-selected and/or developed
3. Provide to individual students and parents information regarding formative assessment results and progress towards proficient achievement levels.
4. Create a list of other programs that automatically include formative assessment data.
5. Review all formative assessment data at mid-term and the end of each year to determine major deficiencies and modify actions where needed.
6. Where available, formative data will be utilized along with summative data to determine improvement processes.

**Objective IE: To develop and implement a plan for addressing academic needs of high school students in preparation for college or other career pathways.**

Strategic Actions:

1. Develop and implement a plan to increase the graduation rate through a variety of curricula, programs, and activities.
  - a. Develop a plan that includes, but is not limited to, the following:
    - Ninth Grade Academy
    - Drop-Out Early Warning System (DEWS)
    - Louisiana Virtual School
    - Credit Recovery
    - P. M. School
    - Literacy Strategies
    - Industry-Based Certificates
    - Locally-Designed Certificates
    - Read 180
    - Intervention and Remediation for High Stakes Testing
  - b. Communicate information and expectations to all stakeholders.
  - c. Implement a process for monitoring, evaluating, and revising plan components.

2. Develop and implement curriculum, programs, and activities to increase student success in postsecondary learning experiences.
  - Dual Enrollment
  - Advanced Placement classes
  - ACT Preparation classes
  - Career Planning (LAePortal)
  - Diploma Endorsements
  - Option III
  - a. Communicate information and expectations to all stakeholders.
  - b. Implement a process for monitoring, evaluating, and revising plan components.
3. Continue exploring and implementing actions to sustain High School Redesign recommendations.
4. Monitor the effectiveness of all components of the Graduation Index and the impact on improving the School Performance Score.

## **Focus Area II: Highly Qualified Personnel**

### **Goal - To strengthen teacher and leadership quality in each classroom, school, program and district**

The major focus of the first years of the plan is to improve teacher quality. A project is expected to begin that will provide training for potential school principals. Additional steps will be studied to work with all programs that utilize paraprofessional staff to strengthen quality through training for personnel in this area.

### **Objective IIA: To recruit, select and retain the most highly qualified personnel**

#### Strategic Actions:

1. Recruit Teachers
  - a. Schedule recruiting trips to state and regional universities to visit with graduating seniors in the field of education.
  - b. Host a job fair for graduating seniors from the universities visited during the recruiting trips.
  - c. Develop a fall and mid-year job meeting for prospective teachers
  - d. Conduct meetings once a semester for non-certified teachers to review requirements for continued employment with our school system.
  - e. Develop an agreement with historically black universities for placement of their student teachers in Tangipahoa Parish schools.
  - f. Establish a program for high school students to become informed and interested in entering the field of Education.
2. Select Teachers
  - a. Establish a procedure for prospective teachers to be interviewed, scoring completed and results sent to principals at as early a date as possible.
  - b. Establish a procedure for selecting personnel needed with specific certification or to meet highly-qualified requirements once applicants are available.
3. Retain Teachers
  - a. Establish a procedure to maintain communication with persons interested in Alternate Certification.
  - b. Develop a procedure using human resource counselor strategies to assist teachers with following steps of the certification process.
  - c. Deliver information to teachers via web based video conferencing related to Praxis, Highly Qualified, Certification, etc.

- d. Outline other specific communication procedures to supply information to personnel.
- 4. Increase School Level Leadership  
Tangipahoa Parish will identify 5 potential principal candidates per year for a 5-year period to participate in a leadership program.

**Objective IIB: Expand teacher and leadership professional development**

Strategic Actions:

- 1. Develop professional development opportunities for teachers in Tangipahoa Parish School System with four or more years of experience.
- 2. Utilize the Master Calendar to coordinate and schedule all professional develop opportunities.
- 3. Provide information regarding the 6-hour teacher leadership endorsement at Southeastern Louisiana University
- 4. Encourage and support teachers in obtaining National Board Certification
- 5. Develop a process for new administrators to become familiar with programs that are offered by our system.

**Objective IIC: Continue strategies for teacher induction and mentoring while expanding assistance to experienced teachers**

Strategic Actions:

- 1. Develop programs that deliver professional development to teachers embarking on new programs, such as inclusion.
- 2. Continue and improve the Tangipahoa FIRST Induction Program for new teachers.
- 3. Study and develop a process for providing professional assistance for teachers with four-plus (4+) years experience.
- 4. Develop professional assistance activities for non-certified teachers and/or teachers who have completed an alternative certification program.

**Objective IID: Improve personnel accountability process**

Strategic Actions:

- 1. Evaluate and revise observation and evaluation instruments used to evaluate certified personnel.

2. Train the administrative team on all components of professional accountability.
3. Develop a personnel accountability calendar that outlines specific due dates for all personnel accountability forms to be completed in a timely manner.
4. Develop a plan to continually improve the personnel accountability program..
5. Develop a plan for school principals to submit to the Chief Academic Officer at the end of each six-weeks period, forms listing instructional staff that need professional development or technical assistance in planning, classroom management, and/or classroom instruction.
6. Develop a plan for improvement with the teacher after a principal has notified the Director of Human Resources of an unfavorable observation.

## **Focus Area III: Learning Environment**

### **Goal: To improve school environments to support teaching and learning**

This area impacts the total learning environment and remains the one area that will require more detailed planning. A specific team will be selected prior to the beginning of the 2008-2009 school year to establish the activities needed to ensure improvement in this area.

#### **Objective III A: To improve attendance of faculty and students**

##### Strategic Actions:

1. Select a group of stakeholders to determine exact actions needed.
2. Study data regarding student attendance over the last three years.
  - a. Bring consistency in attendance guidelines to strive for an attendance of 96% in all schools.
  - b. Study and revise tardy policy.
3. Provide the Superintendent with recommendations as needed.

#### **Objective III B: To ensure a safe and orderly environment**

##### Strategic Actions:

1. Select a team, including a variety of stakeholders to complete strategic actions that will result in a safe and orderly environment for teaching and learning.

NOTE: The section below will need to be much more specific. Once this section is revised, it will be reviewed again by school principals.
2. Ensure actions are developed that include but may not be limited to:
  - a. Develop an organizational chart which clearly communicates roles, responsibilities and specific tasks of all personnel involved with procedures and activities regarding student misbehavior.
  - b. Develop a Procedural Handbook for all procedures used in securing a safe school environment.
  - c. Develop school and classroom management plans to be implemented and evaluated.
  - d. Complete communication and implementation of a Student Code of Conduct.

- e. Develop preventative processes for students when behavior is not yet severe.
- f. Develop organizational patterns within all levels of the system that focuses on consistency and solving problems at the earliest level possible.
- g. Provide time and training to provide clear policy, guidelines, procedures, expectations and due process procedures.
- h. Establish rewards systems that extend across multiple positive actions.
- i. Establish and define purposes, roles and procedures for all programs or processes and clarify the relationship between in-school suspension and Assertive Discipline, Positive Behavior Support, "Handle with Care," and any other programs in use.
- j. Establish specific activities regarding truancy issues.
- k. Develop and specify the role of counselors.
- l. Study methods for increasing counselors in elementary, middle and junior high schools.

**Objective III C: To improve the health and social services provided to students.**

Strategic Actions for this section will be completed by a team organized under the direction of the Head Nurse utilizing personnel in the areas of Nutrition, Social Work and others as needed.

To be included:

1. Study and develop a method to increase the ratio of registered nurses to students in the district.
2. Study the feasibility for implementing school-based health clinics in schools where the student population has a majority of students on free or reduced lunch.

**Objective IIID: To improve parental and community involvement in schools.**

Strategic Actions:

1. Plan and develop a parish wide parent involvement process.
2. Parent involvement will be defined and increased.
  - a. Parent involvement plans will be in compliance with State and federal requirements.
  - b. New methods for increasing parent involvement will be studied.

3. Parent involvement as required in all grants and initiatives will be realistically implemented.
4. Community involvement will be defined and increased.
5. Each level of the organization will communicate with their constituencies on a regular and systematic basis.
6. Collaboration and input of parents will be evident in planning, implementation, and evaluation activities at each level of the organization.
7. Programs and/or processes will continue and improve to increase parent training through the Parent Center and various individual programs.
8. Study the feasibility of adding positions of School and Community Liaison and/or Business Liaison to improve relationship between the district and communities.

## **Focus Area IV: Coordination and Communication**

**Goal: To support academic achievement through planning and coordination of all initiatives collaboration.**

This focus area may be last but is of equal importance. Bringing all programs together is an area reiterated by all groups as a major need.

**Objective IVA: To ensure collaborative planning processes in order to improve student achievement and school/district performance.**

Strategic Actions:

1. Develop and implement a plan for district level coordination of all programs and initiatives.
2. Develop and implement a plan for district level review, approval, and evaluation of all programs and initiatives.
3. Establish and maintain a yearly district calendar of activities that will focus on coordination, accurate disbursement of information, and reduction of teaching staff being out of classes during instructional time.
4. Ensure initiatives that require input from various stakeholders meet stated requirements, including parents and community members.

**Objective IV B: To implement an organization structure that provides the greatest opportunities for effectiveness**

Strategic Actions:

1. Study current staff and rethink organizational patterns.
2. Reorganize immediately the academic staff responsibilities to meet requirements for needed improvement in curriculum, instruction and assessment.
3. Study and develop a process for completing organizational charts in each school with specific duties for each administrative or instructional leader clarified.
  - a. Study the current staff to determine potential for curriculum responsibilities.
  - b. Study from the district level the possibilities for changing current structure or adding new curriculum leadership staff per school or school pairs, etc.
4. Organize central office persons as School Improvement Oversight Monitors to individual schools, with responsibilities clarified, to maintain timely communication between schools and district personnel, but more importantly to provide assistance needed to high priority needs schools.

**Objective IV C: To develop School Improvement Plans that will bring greatest opportunity for schools to meet incremental goals.**

Strategic Actions:

1. Develop written School Improvement Plans based on needs per current data and required steps.
  - a. Provide professional development sessions regarding requirements, planning, review, approval, and monitoring of School Improvement Plans.
  - b. Utilize in one star schools research-based strategies that include Data-Driven Decision-Making, Curriculum Alignment, Meaningful Engaged Learning, Response to Intervention, Schoolwide Positive Behavior Support and Professional Development.
  - c. Utilize in two to four star schools the above noted research-based strategies and other research-based strategies based on prior approval of the School Improvement Coordinator, Title I Director and Chief Academic Officer.
2. Monitor the development and implementation of all school improvement plans.
  - a. Select and train principals, school improvement chairpersons and School Improvement Oversight Monitors in the monitoring process.
  - b. Monitor progress by involving the school principal, School Improvement Chairperson, and School Improvement Plan Oversight Monitor.
  - c. Maintain progress records through scheduled and planned meetings of the Oversight Monitor, School Improvement Coordinator, and Title I Director.
3. Ensure School Improvement Plans that meet the intent and purpose of the law are approved.
  - a. Utilize a team approach to evaluate and recommend for approval each school improvement plan.
  - b. Complete the approval process utilizing the School Improvement Coordinator and Title I Director.
  - c. Distribute budgeted funds to schools with approved plans.
  - d. Complete full evaluation of all components of School Improvement Plans will be completed at the end of the year, with written summary results for each school reported to the Superintendent.

**Objective IV D: To study, create awareness, and explore district and school implementation of Professional Learning Communities.**

Strategic Actions:

1. Study the research and value of Professional Learning Communities as a process for District and School Improvement.
2. Ensure the process utilizes the original concepts and practices of PLC.
3. Develop a structured plan for awareness and possibilities as a district wide process for collaboration and decision-making.

**Objective IV E: To continue and expand the use of technology as an integral component of administration, teaching, and learning.**

Strategic actions will be developed with a focus on communication and collaboration within the district and between the district and school level personnel.

# **DISTRICT RESOURCES**

## **ALL TO BE INCORPORATED INTO THE THE OVERALL ACADEMIC INITIATIVE**

All resources are a part of the District Improvement Plan. The Comprehensive Resources include the following documents and/or programs.

- Title I
- Title II - Part A – Training and Recruiting High Quality Teachers
- Title II - Part D – Enhancing Education Through Technology
- Title III – Limited English Proficient and Immigrant Students
- Title IV – Safe and Drug Free School
- IDEA – Part B – Special Education
- IDEA – Pre-School (section 619)
- Tangi First Mentoring Program
- Reading First Initiative
- Partnership Agreements – Business and University
- District Technology Plan
- Classroom- Based Technology
- Educational Excellence Fund
- Textbook Adoption and Implementation Plan
- Literacy for All
- Initiatives by School Level
- Individual School Level Improvement Plans
- Student Code of Conduct
- LA 4
- Various 8(g) Initiatives/Grants
- Others that may be added during the year.

## **CONCLUDING REMARKS**

The introduction to the initiative makes clear the district must put in place those actions that bring about consistency and effectiveness. For that reason, the focus has centered in the four areas listed. There is no doubt that a strong base is needed from which to grow academically. Schools and the district will begin researching, studying, and observing other actions and innovations that provide opportunity for even more dramatic changes that can better serve the students and citizens of Tangipahoa Parish. All staff, from central office to school level, will begin to eliminate the philosophy of “what we cannot do.” The system personnel now need to pose the question of “how can we take information, models, and ideas and become a school system that really carries out our mission to improve academic performance for all students, eliminate achievement gaps and prepare students to be effective citizens in a global market?”

## **DISTRICT AND SCHOOL IMPROVEMENT OVERVIEW**

Any number of materials provide rubrics, checklists, and evaluation documents for districts and individual schools to use as plans are made for improvement.

As schools begin a trend away from meeting only minimal growth expectations and avoid labels stating an Academically Unacceptable School status, they will need to use materials that guide improvement actions.

Attached is one example of items that can be used for a continuing trend for improvement. The attached item offers a list of principles and their indicators used by the Louisiana Department of Education in contracting with third parties to complete a Scholastic Audit of a school. All educators can become more proactive in using this or other guides to determine the specific improvement actions needed.

# PERFORMANCE DESCRIPTORS

## Academic Performance: Principles 1, 2, and 3

### **Principle 1; Curriculum**

#### ***Indicators***

- 1.1a Aligned with academic expectation, core content, program of studies
- 1.1b Discussions among schools regarding curriculum standards
- 1.1c Discussions among schools to eliminate overlaps, close gaps
- 1.1d Vertical communication with focus on key transition points
- 1.1e Links to continuing education, life and career options
- 1.1f Process to monitor, evaluate and review curriculum
- 1.1g Common academic core for all students

### **Principle 2: Classroom Evaluation and Assessment**

#### ***Indicators***

- 2.1a Classroom assessments are frequent, rigorous, aligned
- 2.1b Teachers collaborate in design of assessment, aligned
- 2.1c Students can articulate the expectations, know requirements
- 2.1d Assessment results used to identify gaps
- 2.1e Multiple assessments provide feedback on learning
- 2.1f State's assessment and accountability -- building and district
- 2.1g Student work analyzed

### **Principle 3: Instruction**

#### ***Indicators***

- 3.1a Varied instructional strategies used in all classrooms
- 3.1b Instructional strategies/activities aligned with state expectations
- 3.1c Strategies monitored/aligned to address learning styles
- 3.1d Teachers demonstrate content knowledge
- 3.1e Teachers incorporate technology in classrooms
- 3.1f Sufficient resources available
- 3.1g Teacher collaboration to review student work
- 3.1h Homework is frequent, monitored, and tied to instructional practice

# Learning Environment: Principles 4, 5, and 6

## **Principle 4: School Culture**

### ***Indicators***

- 4.1a Leadership support for safe, orderly environment
- 4.1b Leadership beliefs and practices for high achievement
- 4.1c Teacher beliefs and practices for high achievement
- 4.1d Teachers and non-teaching staff involved in decision making
- 4.1e Teachers accept their role in student success/failure
- 4.1f Effective assignment and use of staff strengths
- 4.1g Teachers communicate student progress with parents
- 4.1h Teachers care about kids and inspire their best efforts
- 4.1i Multiple communication strategies used to disseminate info
- 4.1j Student achievement valued and publicly celebrated
- 4.1k Equity and diversity valued and supported

## **Principle 5: Student, Family and Community Support**

### ***Indicators***

- 5.1a Families and communities active partners
- 5.1b All students have access to all taught curriculum
- 5.1c School provides organizational structure
- 5.1d Student instructional assistance outside of classroom
- 5.1e Accurate student record keeping system

## **Principle 6: Professional Growth; Professional Development and Evaluation**

### **Professional Development**

#### ***Indicators***

- 6.1a Long term professional growth plan
- 6.1b Building capacity with on-going Professional Development
- 6.1c Staff development aligned with goals for student performance
- 6.1d School improvement goals connected to goals for student learning
- 6.1e Professional Development on-going and job-embedded
- 6.1f Professional Development selected and based upon student achievement data analysis

### **Professional Growth and Evaluation**

#### ***Indicators***

- 6.2a School has clearly defined evaluation process
- 6.2b Leadership provides sufficient PD resources
- 6.2c Evaluations and individual growth plans effectively used

- 6.2d Evaluation process meets or exceeds statutes
- 6.2e Instructional leadership needs are addressed
- 6.2 f Leadership provides evaluation follow-up and support

## **Leadership: Principles 7, 8, and 9**

### **Principle 7: Leadership**

#### ***Indicators***

- 7.1a Leadership developed shared vision
- 7.1b Leadership decisions are collaborative, data driven, and focused on academic performance
- 7.1c Leadership personal Professional Development Plan focused on effective skill
- 7.1d Leadership disaggregates data
- 7.1e Leadership provides access to curriculum and data
- 7.1f Leadership maximizes times effectiveness
- 7.1g Leadership provides resources, monitors progress, removes barriers to learning
- 7.1h Leadership ensures safe and effective learning
- 7.1i Leader has skills in academic performance, learning environment, efficiency

### **Principle 8: Organizational Structure and Resources**

#### **Organizational Structure**

#### ***Indicators***

- 8.1a Maximizes organization and resources for achievement
- 8.1b Master schedule provides all students access
- 8.1c Staffing based on student needs
- 8.1d Staff's efficient use of time to maximize learning
- 8.1e Team vertical and horizontal planning focused on improvement plan
- 8.1f Schedule aligned with student learning needs

#### **Resource Allocation and Integration**

#### ***Indicators***

- 8. 2a Resources used equitable
- 8. 2b Discretionary funds allocated on data based needs
- 8. 2c Funds aligned with school's plan and identified need
- 8. 2d State/Federal funds allocated with school's plan and data needs

## **Principle 9: Comprehensive and Effective Planning**

### **Defining the School's Vision, Mission, Beliefs**

#### ***Indicators***

9. 1a Collaborative process

### **Development of the Profile**

#### ***Indicators***

9. 2a Planning process involves collecting, managing, and analyzing data

9. 2b Uses data for school improvement planning

### **Defining Desired Results for Student Learning**

#### ***Indicators***

9. 3a Plans reflect research/expectation for learning and are reviewed by team

9. 3b Staff analyzes student learning needs

9. 3c Desired learning results are defined

### **Analyzing Instructional and Organizational Effectiveness**

#### ***Indicators***

9. 4a Data used to determine strengths and limitations

9. 4b School/district goals for building capacity are defined

### **Development of the Improvement Plan**

#### ***Indicators***

9. 5a School action plan steps aligned with school improvement goals and objectives

9. 5b Action plan identifies funding sources, timelines, and persons responsible

9. 5c Process to effectively evaluate plan

9. 5d School Improvement Plan aligned with mission, beliefs, school profile, and desired results for student learning

### **Implementation and Documentation**

#### ***Indicators***

9.6a Plan implemented as developed

9.6b Evaluate degree of achievement of objectives for student learning set by School Improvement Plan

9.6c Evaluate degree of impact on classroom practice and student performance according to Plan

9.6d Evidence to sustain the commitment to continue improvement

# From Strategic Plan to District/School Improvement Actions

As district personnel focus on improvement actions, the first step is assignments of responsibility for the various goals and strategic actions. When the first level of assignments progress from the Chief Academic Officer to Directors, the process continues within each department, section, or area assigned.

The second step begins when the strategic actions are placed into an action plan. The directors as a group must determine the format to be used, designate persons responsible, and approve the action steps to be completed. The format below can serve as a guide for completing action plans.

-----  
Sample Form

## TANGIPAOA PARISH SCHOOL SYSTEM ACTION PLAN FOR PROFICIENCY

**FOCUS AREA BEING ADDRESSED** \_\_\_\_\_

**Goal:** \_\_\_\_\_

**Objective Number** \_\_\_\_\_ **Strategic Action Number** \_\_\_\_\_ (Attach and Highlight from page in the Three Year Initiative)

Action Steps What will happen?	Person(s) Responsible	Time Frame When? (from/to)	Evidence of Completion/Use	Director's Notes from Evaluations of Actions

\_\_\_\_\_  
**Director's Signature/Date Approved**

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Tammy Lee, Title I Resource Teacher  
Freddy Painting, Title I Resource Teacher  
Lisa Raiford, Distinguished Educator  
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School Principals  
Teacher Advisory Committee  
Parent Advisory Committee

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