

The background of the page features a large, light gray watermark of the official seal of the Louisiana Department of Education. The seal is circular and contains the text "STATE OF LOUISIANA" at the top, "DEPARTMENT OF EDUCATION" at the bottom, and "CONFIDENCE" at the very bottom. In the center of the seal is an eagle with its wings spread, perched on a banner that reads "UNION JUSTICE".

**School Improvement Plan
Template for**

Northwood High School

**Division of Educational Improvement and Assistance
Office Student and School Performance
Louisiana Department of Education**

Submission Date: *May 30, 2008*

Northwood High School

Grades 6-12

202 Robin Street

Amite, LA 70422

Rhea Marris

(985) 743-3989

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Check where applicable:

- Louisiana Approved School
- Charter School
- Alternative School
- School in School Improvement
- School with Comprehensive School Reform Program
- Title I School Schoolwide Targeted Assistance
- Member of Southern Association of Colleges and Schools
- LINCS
- Distinguished Educator
- Reading First School
- Grant Application

Name of Grant: Enter Name of the Grant

Contact Person: Enter Contact Person's Name

Phone: Enter Contact's Phone Number

E-mail: Enter Contact's Email Address

Principal's Signature: _____

Date: _____

Superintendent's Signature: _____

Date: _____

Directions on What to Submit to the LDE and How to Complete the *SIP Template*

- ❑ For schools in School Improvement, submit the plan with the state's *Rubric for the Evaluation of School Improvement Plans Summary Report* on disk to the designated division of the LDE, if required.
- ❑ Mail the Cover Page, District Assurance, and Faculty Assurance.
- ❑ Use 11 point font.
- ❑ Insert page numbers in the Table of Contents.
- ❑ For SIPs that have been revised, indicate material that has changed on the *Strategy Planning Worksheet* with strikethroughs (lines inserted through the changes). Place revisions in bold after the strikethroughs.
- ❑ For any completed activity, write the word *completed* in parenthesis following the strikethroughs.
- ❑ If any item/activity is incomplete, explain in a brief note in parenthesis why the activity was not completed.
- ❑ For grant applications, place in bold *Activities and Action Steps* for targeted funding should the grant be awarded. Include the title of the grant as well as the name, email address, and phone number of the contact person on the Cover Page of the *School Improvement Plan Template*.
- ❑ For original signatures, **USE BLUE INK.**
 - ❑ Principal's Signature
 - ❑ Superintendent's Signature
 - ❑ DAT Members' Signatures, if assigned.
 - ❑ School Support Team Members' Signatures
 - ❑ School Improvement Team Chair's Signature

**Schools submit SIPs to the district for evaluation using the state's rubric*

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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/CSRP)
- Summary of Findings of Focus Group Data and all source documents. (Teachers, Students, and Parents) (**Not** Optional for Schools in School Improvement/CSRP)
- Copy of the Data Triangulation Form
- Comprehensive Needs Assessment: Final Report
- DRA and DIBELS Reports
- Data Analysis Template (Trend Data history, Discipline/Behavior history, etc.)
- Data Notebook (for schools participating in *School Analysis Model-SAM 2000* or *LANA online*)
- Cognitive Summary Data (ITBS/ITED, 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 for schools with CSRP models, I hereby certify that this plan was developed with the assistance of a District Assistance Team and/or School Support Team, as applicable, 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
 - 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 (in blue ink)

Principal's signature (in blue ink)

District Assistance or School Support Team Leader (in blue ink)

Chair, School Improvement Team (in blue ink)

District Assistance or School Support Team Members (original signatures in blue ink)

Not Applicable (No District Assistance or School Support Team in place)

SCHOOL IMPROVEMENT TEAM

School Improvement Team Members	Position
Rhea Marrs	Principal
Betsy Garrety	Teacher (Chairperson)
Judy Williams	Teacher
Claretha Brooks	Administrative Assistant
Marvin Vernon	Sr. Drill Instructor
Meranda Phinney	Teacher
Rosetta Garner	Teacher

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: _____

Date: May 23, 2008

The following faculty members have reviewed the School Improvement Plan and have discussed their part in implementing it.

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
1	Rhea Marrs	Principal		
2	Brooks, Claretha	Administrative Assistant		
3	Brown, Pam	SpEd Alternative Program		
4	Burise, Carmel	Child Specific Aide		
5	Michelle Buckley	SpEd Para STAAAY		
6	Cleveland, Joseph	Drill Instructor Alternative Program		
7	Dantzler, Lesha	Math Alternative Program		
8	Evans, Jeremeku	Reading Alternative Program		
9	Garner, Rosetta	Math Alternative Program		
10	Garrety, Betsy	Science Alternative Program		
11	Gordon, Beverly	Para Alternative Program		
12	Hatfield, James	Drill Instructor Alternative Program		
13	James, Bobbye	Custodian Alternative Program		
14	Lewis, Jeffrey	Custodian Alternative Program		
15	Millien, Skipper	SS Alternative Program		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
16	Palmer, Rina	Para Alternative Program		
17	Phinney, Miranda	English Alternative Program		
18	Pitts, Tom	ISSP Alternative Program		
19	Poirrier, Lori	Secretary Alternative Program		
20	Rosamond, Melinda	English Alternative Program		
21	Vacancy	SpEd Alternative Program (STAAAY)		
22	Thompson, Tonja	SpEd Alternative Program		
23	Tracie, Kathleen	Security Alternative Program		
24	Vernon, Sgt. Marvin	Alternative Program		
25	Weaver, Stephen	Science Alternative Program		
26	Williams, Judy	Reading Alternative Program		
27	Wilson-McCoy, Emma	Sci/SS Alternative Program		
28	Vacancy			
29				
30				
31				

MISSION STATEMENT

To improve behavior and academic skills of at-risk students, thus enabling them to make successful life choices.

List the names and occupations of those persons who participated in developing the mission statement:

Name	Title/Occupation
Rhea Marrs	Principal
Marvin Vernon	Sr. Drill Instructor
Lionel Jackson	Supervisor Child Welfare and Attendance
Claretha Brooks	Administrative Assistant
Meranda Phinney	Teacher
Lori Poirrier	Secretary

FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES

(Place a check or X in the status area for each program implemented at your school)

Program List: (including during- and after-school programs)	Currently Using	No. of Years	Proposed Program	Deleted Program
Career to Work	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Extended Day Program	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
HIPPY	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH	<input 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 type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-School Program	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
School-to-Work	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
The Strategic Instruction Model (SIM)	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Click Here to Enter	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Click Here to Enter	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>

<p>List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above):</p> <ul style="list-style-type: none"> • Click Here to Enter
<p>List the Distance Learning (i.e., web-based, satellite) courses provided for your students:</p> <ul style="list-style-type: none"> • Acellus Math • Read 180 • Plato • Credit Recovery

SCHOOL POLICIES AND PARTNERSHIPS

Policy	Policy #/Bulletin #	Date revised	Copy on file at school?	
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	06/08	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	06/08	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Security Procedures (metal detectors, etc.)	§ 339/741	06/08	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	06/08	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Student Code of Conduct	§ 1115/741	06/08	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Crisis Management (emergency/evacuation plan)	§ 339/741	06/08	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

School Partnerships (Type the name of each partner in the space provided)	
University	Southeastern Louisiana University
Technical Institute	Enter Partner name
Feeder School(s)	All system junior high and high schools
Community	
Business/Industry	
Private Grants	
Other	

Supporting Source #1
Instrument: Instructional Staff Questionnaire
Data Type: Attitudinal
Findings: 100% of the staff agree or strongly agree that professional development is tailored to the school improvement goals and needs of the staff.

Supporting Source #2
Instrument: Administrator Questionnaire
Data Type: Attitudinal
Findings: 100% of the administrators agree or strongly agree that staff development activities focus on school improvement efforts as determined by school data.

TRIANGULATION

**Contributing Factors to
the Strength:**

Professional development focuses on instructional needs.

Domain: Professional Development

Subdomain: Instructional Focus

Supporting Source #3
Instrument: Archival Data Organizer
Data Type: Archival
Findings: A substantial portion of the school improvement budget is devoted to professional development.

Supporting Source #4
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

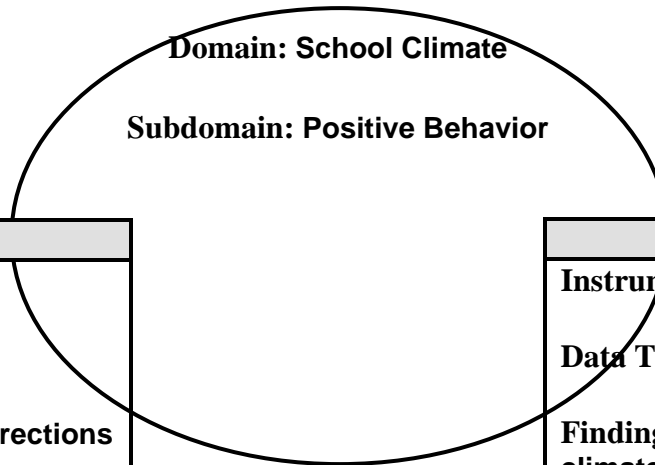
Supporting Source #1
Instrument: Student Focus Group
Data Type: Attitudinal
Findings: The Student Focus Group revealed four positive comments which identified "Positive Behavior Support" as a strength.

**DATA
TRIANGULATION**

Supporting Source #2
Instrument: Instructional Staff Interview
Data Type: Attitudinal
Findings: The instructional staff interview revealed five comments identifying Positive Behavior Support as a strength.

Contributing Factors to the Strength:

Positive Behavior Support contributes to a healthy climate.



Supporting Source #3
Instrument: Contextual Observation
Data Type: Contextual
Findings: Students in the office follow directions of the administrative staff.

Supporting Source #4
Instrument: Classroom Observations-Attributes
Data Type: Behavioral
Findings: Teachers promote a positive learning climate (3.23 on a scale of 0-4).

Supporting Source #1
Instrument: Student Focus Group
Data Type: Attitudinal
Findings: Basic Carnegie Units are provided.

**DATA
TRIANGULATION**

Supporting Source #2
Instrument: Administrator Questionnaire
Data Type: Attitudinal
Findings: The school's curriculum is aligned with the GLE's.

Contributing Factors to the Strength:

English/Language Arts, Math, Science, and Social Studies GLE's are addressed to improve student achievement.

Domain: Curriculum, Instruction, and Assessment

Subdomain: Curriculum

Supporting Source #3
Instrument: Classroom Observation
Data Type: Contextual
Findings: Teachers present accurate content information (3.32 on a scale of 0-4).

Supporting Source #4
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

Supporting Source #1
Instrument: Contextual Observations
Data Type: Contextual
Findings: There is no library at NHS.

**DATA
TRIANGULATION**

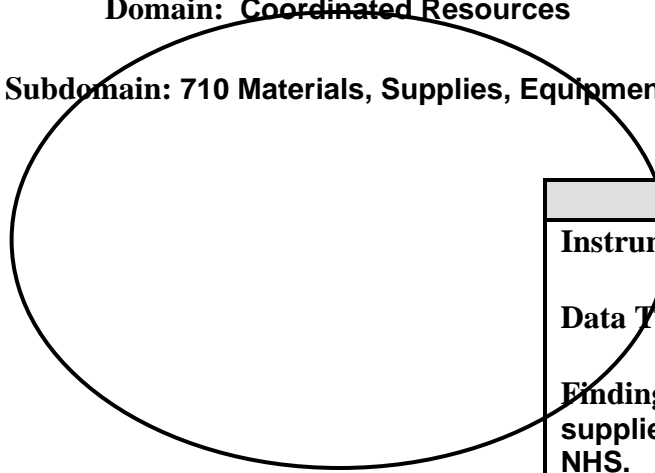
Supporting Source #2
Instrument: Parent Questionnaires
Data Type: Attitudinal
Findings: Only 1.9% of the parents strongly agree that their children frequently use the library.

**Contributing Factors
to the Weakness:**

Failure to effectively coordinate resources

Domain: ~~Coordinated~~ Resources

Subdomain: 710 Materials, Supplies, Equipment



Supporting Source #4
Instrument: Faculty Needs Assessment
Data Type: Attitudinal
Findings: 100% of the faculty cited facilities, supplies, and equipment as a major need for NHS.

Supporting Source #1
Instrument: Student Focus Group
Data Type: Attitudinal
Findings: "Parents do not come to school to help teachers. Most people see NHS as an outcast school."

DATA TRIANGULATION

Supporting Source #2
Instrument: Administrative Questionnaire
Data Type: Attitudinal
Findings: The school does not have a good relationship with the parents. (2.0 on a scale of 0-4)

Contributing Factors to the Weakness:

Negative family and community relationships

Domain: Family and Community Relationships

Subdomain: School Involvement

Supporting Source #3
Instrument: Classroom Observations
Data Type: Behavioral
Findings: Attendance and dropout indices are both zero (0).

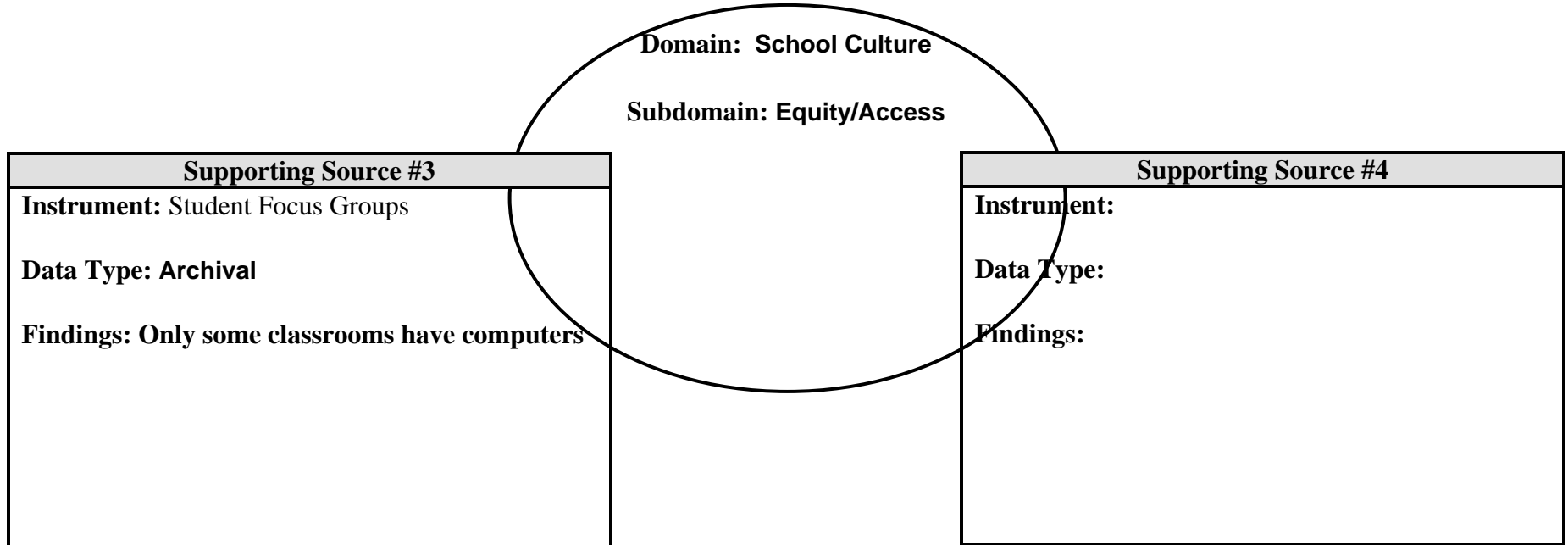
Supporting Source #4
Instrument: Enter Instrument Name
Data Type: Select type
Findings: Enter Findings

Supporting Source #1
Instrument: Contextual Observation
Data Type: Contextual
Findings: Only some classes are scheduled to use the computer lab (Equity/Access 250)

**DATA
TRIANGULATION**

Supporting Source #2
Instrument: Instructional Staff Interview
Data Type: Attitudinal
Findings: Time is not allocated in the Master Schedule for collaborative planning.

Contributing Factors to the Weakness:
Inequitable treatment negatively impacts school culture.



DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

Part 1:

For Title I Schools: ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SIP.

This data should reflect findings on *step10* of the Trend Data Analysis worksheet.

Rank-order the identified areas of strength (3-5) from the student performance and attendance and/or dropout data and indicate the supporting data sources:

STRENGTHS	DATA SOURCE
1. <u>11th grade</u> Science has the highest index at 85.7	Trend Data Analysis, CRT Scores
2. Math Whole School CRT Index is the highest index at 27.4	Trend Data Analysis, CRT Scores
3. The 8 th grade Students with Disabilities Subgroup in Math has the highest % proficient at 31%.	Trend Data Analysis, CRT Scores
4.	
5.	

Rank-order the identified areas of weakness (3-5) from the student performance and attendance and/or dropout data and indicate the supporting data sources:

WEAKNESSES	DATA SOURCE
1. Math 9 th grade index is 10.	Trend Data Analysis, CRT Scores
2. ELA 9 th grade index is 13.	Trend Data Analysis, CRT Scores
3. The Attendance Index and the Dropout Index have been 0 for both the 2004-2005 year and the 2005-2006 year.	Trend Data Analysis, CRT Scores, Principal's Report Card, District Composite Report
4. The 8 th grade Students with Disabilities Subgroup at 31% Proficient exceeds the Whole School Subgroup which has only 15% Proficient.	Trend Data Analysis, CRT Scores
5. Social Studies Whole School Index is 24.7.	Trend Data Analysis, CRT Scores

The identified weaknesses will lead to the goals.

Part 2:

This data should reflect the findings from the needs assessment as reported on the Data Triangulation sheets.

List the contributing factors from the attitudinal/perceptual, behavioral, and archival data of the previously identified strengths:

CONTRIBUTING FACTORS TO THE STRENGTHS	DATA SOURCE
1. Professional development focuses on instructional needs.	Instructional Staff Questionnaire, Administrator Questionnaire, Archival Data
2. Positive Behavior Support contributes to a healthy climate.	Student Focus Group, Instructional Staff Interview, Contextual Observations
3. English/Language Arts, math, science, and social studies GLE's are addressed to improve academic achievement.	Student Focus Group, Administrator Questionnaire, Classroom Observations
4.	
5.	

List the contributing factors from the attitudinal/perceptual, behavioral, and archival data of the previously identified weaknesses:

CONTRIBUTING FACTORS TO THE WEAKNESSES	DATA SOURCE
1. Failure to effectively coordinate resources	Contextual Observations, Parent Questionnaires, Classroom Observations, Faculty Needs Assessment
2. Negative community and family relationships	Student Focus Group, Administrative Questionnaire, Principal's Report Cards
3. Inequitable treatment negatively impacts school culture	Contextual Observations, Instructional Staff Interview, Student Focus Group
4.	
5.	

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

SCHOOL PERFORMANCE SCORE CHART

Baseline SPS (Select year and enter score.)	Growth SPS (Select year and enter score.)	Growth Target (Select year and enter target.)
School Baseline SPS 2005 : 29.8	School Growth SPS 2005: 20.4	School GT 2005: 7.7
School Baseline SPS 2006 : 24.3	School Growth SPS 2006 : 27.2	School GT 2006 : 10.0
School Baseline SPS 2007 : 22.6	School Growth SPS 2007 : 18.7	School GT 2008 : 10

Use Principal's Report Card: www.louisianaschools.net/lde/pair/1989.asp

STRATEGY PLANNING WORKSHEET

GOAL 1: To increase student achievement in ELA

OBJECTIVE(S)#1: Increase the whole school ELA index from 26.2 to 39.6 by Spring 2009.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – Data Driven Decision Making

Bibliographic Notation: Click Here to Enter Notation

Brief Summary of Research: Click Here to Enter Notation

**Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs?
Click Here to Enter Notation**

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: Click Here to Enter Notation

Procedures for Evaluating the Goal, Objective(s) and Strategy:

- Compare LEAP/iLEAP indexes from 2008 with 2009 to determine if objective was achieved.
- Compare number of students successfully transitioning to traditional placement for 2009 with 2008

ACTION PLAN

Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working?)
<p>During May 2008, the ResCare Team will assess the current instructional effectiveness of ELA, to include resources, by observing teaching, reviewing curriculum, and analyzing student performance data to note best practices and areas needing improvement</p> <p>Persons Responsible: Manager of Operations, Principal, Academic Specialist, Customer Service Manager</p> <p>Completion Date: May 31, 2008</p>	<p>All ResCare activities Funded by ResCare per Contract @ \$250,000</p>			<p>Identification of strengths and weaknesses of the current ELA program</p> <p>Teachers share ideas about the strategy and develop guidelines for 2008/09</p>	<p>Tangipahoa Parish will review assessment documentation at the end of May to ensure its accuracy and completeness</p> <p>Recommendations for beginning 2008/09 instruction will be on file</p>
<p>Beginning June 2008 through July 2008, the ResCare Team, using the deficiencies noted in the assessment of instructional effectiveness, will develop a customized Academy Plan (describes strengths, weaknesses, and implementation strategies for the behavior model) and a customized TRAC plan (describes strengths, weaknesses, and implementation strategies for the academic model) to establish specific policies and procedures for improved academics and behavior</p> <p>Persons Responsible: Academic Specialist, Customer Service Manager</p> <p>Completion Date: July 30, 2008</p>				<p>New plans will serve as a roadmap to successful strategies, Teachers will exhibit favorable attitudes toward the strategy and will adhere to the Academy and TRAC policies</p>	<p>Each 6-weeks, ResCare Management and Tangipahoa Parish will review Excel Academy Plan and TRAC plan along with student academic performance and attendance to determine degree of positive effect on students. Adjustments in implementation will be made as indicated.</p>

<p>Beginning July 2008 through August 2008, the ResCare Team with input from teachers will develop Curriculum Maps/Cards by subject for each grade using LA Comprehensive Curriculum to ensure the curriculum taught is precise and complete Persons Responsible: Academic Specialist, Teachers Completion Date: August 07, 2008</p>			<p>Instruction is fully aligned with curriculum maps Improvement in student progress is monitored according to Maps Student performance improves</p>	<p>Tangipahoa Parish will review curriculum maps/cards at the beginning of August to ensure their accuracy and completeness. Routine teacher observations will reflect degree of implementation evidenced in daily instruction</p>
<p>Beginning July 2008 through June 2009, the ResCare Team with input from Principal and Teachers, will adopt a literacy program based on scientific-based strategies with cross-curriculum capabilities and intense reading intervention to include Read 180* Persons Responsible: Academic Specialist, Teachers, Principal Completion Date: <i>*Specific reading curriculum and tools are subject to change after completion of assessment of current system and data analysis</i></p>			<p>Students show growth in ELA and other content areas</p>	<p>The Principal and ResCare Management will analyze student ELA performance based on formative assessment, classroom work, observations, software metrics, for evidence of improvements per six weeks.</p>
<p>Beginning July 2008 through June 2009, ResCare will lead the implementation of the Paideia Model which includes Didactic, Coaching, and Seminar elements to positively change the way students learn Persons Responsible: Principal, Customer Service Manager, Academic Specialist, Teachers Completion Date: Initial teacher orientation, July-August, 2008 and ongoing implementation</p>			<p>Student performance improves Students demonstrate positive behaviors to increase learning in the classroom</p>	<p>Same as above</p>

<p>During August 2008, ResCare will conduct Professional Development for new ResCare staff and Northwood High School staff to ensure adherence to our model Persons Responsible: Manager of Operations and All Staff Completion Date: August 30, 2008</p>			<p>Teachers demonstrate behaviors consistent with the strategy in the classroom on a daily basis</p>	<p>Principal will observe trainings for evidence of higher order thinking skills strategies throughout the school year Academic Specialist will observe each teacher weekly to document consistent application of the Excel model.</p>
<p>Beginning August 2008 through June 2009, assessments of ELA component learning gains, a minimum of every three weeks, will be conducted using data collection, analysis, observations, coaching, and curriculum-based assessments. Persons Responsible: Manager of Operations and Subject Matter Experts Completion Date: August through June</p>			<p>Teachers demonstrate behaviors related to the strategy in the classroom Adjustment of instruction utilizing results of curriculum-based assessments</p>	<p>ResCare Management and Tangipahoa Parish will analyze student ELA performance based on classroom work, observations, software metrics, curriculum-based assessments, and LEAP/iLEAP scores for evidence of ELA improvements</p>
<p>Teachers will incorporate technology to enhance lessons. Students will use technology to reinforce and/or master higher order thinking skills as well as read, practice and review, write and create presentations Persons Responsible: Technology Coordinator and Teachers Completion Date: May 22, 2009</p>			<p>Students will improve reading performance as a result of technology-based interactive learning activities</p>	<p>Lesson plans, technology coordinator's monitoring checklist and principal observations</p>

<p>Upgrade and/or replace instructional technology and software to support the teaching and learning of the English Language Arts GLEs Person Responsible: Technology Coordinator Completion Date: October 30</p>			<p>Students will improve reading performance as a result of technology-based interactive learning activities</p>	<p>Lesson plans, technology coordinator's monitoring checklist and principal observations</p>
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* Indicates Professional Development Learning
 ** Indicates Family Involvement Activities
 *** Indicates Curriculum Activities (if applicable)

Indicates Safe and Drug-Free Activities (if applicable)
 ## Indicates Discipline Support Activities (if applicable)
 ### Indicates PK –12 Literacy Activities (if applicable)

STRATEGY PLANNING WORKSHEET

GOAL 2: Increase student achievement in math

OBJECTIVE(S)1: To increase the whole school math index from 25.3 to 38.8 by Spring 2009

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – **Data Driven Decision Making**

Bibliographic Notation: Click Here to Enter Notation

Brief Summary of Research: Click Here to Enter Notation

Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs?

Click Here to Enter Notation

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: Click Here to Enter Notation

Procedures for Evaluating the Goal, Objective(s) and Strategy:

- Compare LEAP/iLEAP indexes from 2008 with 2009 to determine if objective was achieved.
- Compare number of students successfully transitioning to traditional placement for 2009 with 2008

ACTION PLAN

Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working?)
<p>During May 2008, the ResCare Team will assess the current instructional effectiveness of ELA, to include resources, by observing teaching, reviewing curriculum, and analyzing student performance data to note best practices and areas needing improvement</p> <p>Persons Responsible: Manager of Operations, Principal, Academic Specialist, Customer Service Manager</p> <p>Completion Date: May 31, 2008</p>	<p>All ResCare activities Funded by ResCare per Contract</p>			<p>Identification of strengths and weaknesses of the current ELA program</p> <p>Teachers share ideas about the strategy and develop guidelines for 2008/09</p>	<p>Tangipahoa Parish will review assessment documentation at the end of May to ensure its accuracy and completeness</p> <p>Recommendations for beginning 2008/09 instruction will be on file</p>
<p>Beginning June 2008 through July 2008, the ResCare Team, using the deficiencies noted in the assessment of instructional effectiveness, will develop a customized Academy Plan (describes strengths, weaknesses, and implementation strategies for the behavior model) and a customized TRAC plan (describes strengths, weaknesses, and implementation strategies for the academic model) to establish specific policies and procedures for improved academics and behavior</p> <p>Persons Responsible: Academic Specialist, Customer Service Manager</p> <p>Completion Date: July 30, 2008</p>				<p>New plans will serve as a roadmap to successful strategies,</p> <p>Teachers will exhibit favorable attitudes toward the strategy and will adhere to the Academy and TRAC policies</p>	<p>Each 6-weeks, ResCare Management and Tangipahoa Parish will review Excel Academy Plan and TRAC plan along with student academic performance and attendance to determine degree of positive effect on students. Adjustments in implementation will be made as indicated.</p>

<p>Beginning July 2008 through August 2008, the ResCare Team with input from teachers will develop Curriculum Maps/Cards by subject for each grade using LA Comprehensive Curriculum to ensure the curriculum taught is precise and complete Persons Responsible: Academic Specialist, Teachers Completion Date: August 07, 2008</p>			<p>Instruction is fully aligned with curriculum maps Improvement in student progress is monitored according to Maps Student performance improves</p>	<p>Tangipahoa Parish will review curriculum maps/cards at the beginning of August to ensure their accuracy and completeness. Routine teacher observations will reflect degree of implementation evidenced in daily instruction</p>
<p>Beginning July 2008 through June 2009, the ResCare Team with input from Principal and Teachers, will adopt a numeracy program based on scientific-based strategies with cross-curriculum capabilities and intense reading intervention to include Star Accelerated Math or Academy Math Persons Responsible: Academic Specialist, Teachers, Principal Completion Date: <i>*Specific reading curriculum and tools are subject to change after completion of assessment of current system and data analysis</i></p>			<p>Students show growth in Math and other content areas</p>	<p>The Principal and ResCare Management will analyze student ELA performance based on formative assessment, classroom work, observations, software metrics, for evidence of improvements per six weeks.</p>
<p>Beginning July 2008 through June 2009, ResCare will lead the implementation of the Paideia Model which includes Didactic, Coaching, and Seminar elements to positively change the way students learn Persons Responsible: Principal, Customer Service Manager, Academic Specialist, Teachers Completion Date: Initial teacher orientation, July-August, 2008 and ongoing implementation</p>			<p>Student performance improves Students demonstrate positive behaviors to increase learning in the classroom</p>	<p>Same as above</p>

<p>During August 2008, ResCare will conduct Professional Development for new ResCare staff and Northwood High School staff to ensure adherence to our model Persons Responsible: Manager of Operations and All Staff Completion Date: August 30, 2008</p>				<p>Teachers demonstrate behaviors consistent with the strategy in the classroom on a daily basis</p>	<p>Principal will observe trainings for evidence of higher order thinking skills strategies throughout the school year Academic Specialist will observe each teacher weekly to document consistent application of the Excel model.</p>
<p>Beginning August 2008 through June 2009, assessments of Math component learning gains, a minimum of every three weeks, will be conducted using data collection, analysis, observations, coaching, and curriculum-based assessments. Person Responsible: Manager of Operations and Subject Matter Experts Completion Date: Ongoing</p>				<p>Teachers demonstrate behaviors related to the strategy in the classroom Adjustment of instruction utilizing curriculum-based assessments</p>	<p>ResCare Management and Tangipahoa Parish will analyze student Math performance based on classroom work, observations, software metrics, curriculum-based assessments, and LEAP/iLEAP scores for evidence of Math improvements</p>
<p>Teachers will incorporate technology to enhance lessons. Students will use technology to reinforce and/or master higher order thinking skills as well as math concepts and problem solving techniques Person Responsible: Technology Coordinator and Teachers Completion Date: Ongoing through May, 2009</p>				<p>Students will improve math performance as a result of technology-based interactive learning activities</p>	<p>Lesson plans, technology coordinator's monitoring checklist and principal observations</p>

Upgrade and/or replace instructional technology and software to support the teaching and learning of the Mathematics GLEs Persons Responsible: Technology Coordinator Completion Date: October 30, 2009				Students will improve math performance as a result of technology-based interactive learning activities Lesson plans, technology coordinator's monitoring checklist and principal observations
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* Indicates Professional Development Learning
 ** Indicates Family Involvement Activities
 *** Indicates Curriculum Activities (if applicable)

Indicates Safe and Drug-Free Activities (if applicable)
 ## Indicates Discipline Support Activities (if applicable)
 ### Indicates PK –12 Literacy Activities (if applicable)

STRATEGY PLANNING WORKSHEET

GOAL 3: Improve student behavior

OBJECTIVE(S) 1: To reduce the discipline referral rate by at least 40% by Spring 2009.

2: To reduce the out-of-school suspension rate by at least 40% by Spring 2009.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – Data Driven Decision Making

Bibliographic Notation: Click Here to Enter Notation

Brief Summary of Research: Click Here to Enter Notation

Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs?

Click Here to Enter Notation

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: Click Here to Enter Notation

Procedures for Evaluating the Goal, Objective(s) and Strategy:

- Compare LEAP/iLEAP indexes from 2008 with 2009 to determine if objective was achieved.
- Compare number of students successfully transitioning to traditional placement for 2009 with 2008

ACTION PLAN

Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working?)
<p>During May 2008, the ResCare Team will assess the current behavior plans by observation, reviewing policies, and analyzing behavior data to note best practices and areas needing improvement Persons Responsible: Manager of Operations, Principal, Academic Specialist, Customer Service Manager Completion Date: May 30, 2008</p>				<p>Identification of strengths and weaknesses of the current behavior program Teachers share ideas about the strategy</p>	<p>Tangipahoa Parish will review assessment documentation at the end of May to ensure its accuracy and completeness</p>
<p>Beginning June 2008 through July 2008, the ResCare Team, using the deficiencies noted in the behavior assessment, will customize the Excel Behavior Management Model (research-based approach using the business simulation environment to promote positive workplace habits, ethics, and discipline) to establish specific policies and procedures for improved behavior Person Responsible: Manager of Operations, Principal, Customer Service Manager Completion Date: July 31, 2008</p>				<p>New plans will be a roadmap to successful strategies Teachers will exhibit behaviors consistent with the strategy</p>	<p>ResCare Management and Tangipahoa Parish will review Excel plans at the end of July to ensure their accuracy and completeness Numbers and types of behavior referrals will be compared each six weeks with data from the previous school year.</p>
<p>During August 2008, ResCare will conduct Professional Development for new ResCare staff and Northwood High School staff to ensure adherence to our model Person Responsible: Manager of Operations and All Staff Completion Date: August 29, 2008</p>				<p>Teachers demonstrate behaviors related to the strategy in the classroom</p>	<p>Principal will observe trainings for evidence of higher order thinking skills strategies throughout the school year Behavior referral numbers will be tracked each six weeks and compared with 2007/08 data</p>

<p>Implement the Token Economy System to track and improve behavior Persons Responsible: Principal, Customer Service Manager, Academic Specialist, Teachers Completion Date: August through May, 2008</p>				<p>Student behavior improves Students demonstrate positive behaviors leading to success</p>	<p>The Principal and ResCare Management will analyze behavior data for comparisons to previous year.</p>
<p>Create positive behavior incentives such as Senior Associate Program and Bonus Bucks Store Persons Responsible: Principal, Customer Service Manager, Academic Specialist, Teachers Completion Date: August 9 and ongoing through May, 2008</p>	<p>General Funds</p>			<p>Student behavior improves Students demonstrate positive behaviors leading to success</p>	<p>The Principal and ResCare Management will analyze behavior data for comparisons to previous year Bonus Bucks Store inventory will be reviewed each 3 weeks to determine popularity among student body.</p>
<p>Beginning with student orientation and continuing throughout a student's stay, ensure frequent communication with parents to identify and resolve issues through a collaborative effort between school and family Person Responsible: Customer Service Manager, All Staff Completion Date: August through May, 2008</p>				<p>Student behavior improves The number of parent communications increases over last school year</p>	<p>The Principal and ResCare Management will track parent communication compared to last school year including parent contact logs, newsletters, memos, and conferences</p>
<p>Institute Personal Development Training for each incoming student to ensure acclimation to the Northwood/Excel Program Person Responsible: Customer Service Manager, Professional Development Trainer Completion Date: August 9 –May, 2008</p>				<p>Smooth transition into program for incoming students</p>	<p>Analyze feedback from classroom teachers regarding student preparedness for classroom instruction and behavior program</p>

* Indicates Professional Development Learning
** Indicates Family Involvement Activities
*** Indicates Curriculum Activities (if applicable)

Indicates Safe and Drug-Free Activities (if applicable)
Indicates Discipline Support Activities (if applicable)
Indicates PK –12 Literacy Activities (if applicable)

TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS

FUNDING SOURCES*	Click to Enter	Click to Enter	Click to Enter	Click to Enter	Click to Enter	Click to Enter	Click to Enter	Click to Enter	Click to Enter	Click to Enter	Click to Enter	TOTALS
SALARIES (100)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
EMPLOYEE BENEFITS (200)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
PURCHASED PROFESSIONAL and TECHNICAL SERVICES (300)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
OTHER PURCHASES SERVICES (500)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
SUPPLIES (600)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
INDIRECT COSTS (If applicable)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
PROPERTY (700)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
OTHER OBJECTS (800)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
OTHER USES OF FUNDS (900)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
TOTALS	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$

FEDERAL FUNDING

TITLE I, PART A EXPENDITURES (Improving Basic Programs, NCLB School Improvement Funds)	
Projected Expenditures	
SIP Expenditures *	\$
Non SIP Expenditures (list)	
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
TOTAL Title I, Part A Expenditures	\$

TITLE I, PART B EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	\$
Non SIP Expenditures (list)	
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
TOTAL Title I, Part A Expenditures	\$

TITLE I, PART D EXPENDITURES (N & D)	
Projected Expenditures	
SIP Expenditures *	\$
Non SIP Expenditures (list)	
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
TOTAL Title I, Part D Expenditures	\$

TITLE I, PART F EXPENDITURES (CSRP)	
Projected Expenditures	
SIP Expenditures *	\$
Non SIP Expenditures (list)	
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
TOTAL Title I, Part F Expenditures	\$

OTHER TITLE I EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	\$
Non SIP Expenditures (list)	
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
TOTAL Other Title I Expenditures	\$

TITLE II EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	\$
Non SIP Expenditures (list)	
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
TOTAL Title II Expenditures	\$

TITLE IV EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	\$
Non SIP Expenditures (list)	
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
TOTAL Title IV Expenditures	\$

TITLE V EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	\$
Non SIP Expenditures (list)	
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
TOTAL Title V Expenditures	\$

K-3 INITIATIVE EXPENDITURES	
Projected Expenditures	
SIP Expenditures *	\$
Non SIP Expenditures (list)	
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
TOTAL K-3 Initiative Expenditures	\$

OTHER FUNDS	
Projected Expenditures	
SIP Expenditures *	\$
Non SIP Expenditures (list)	
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
• Click to Enter	\$
TOTAL Other Funds	\$

