## Livingston Parish Public Schools

School Improvement Plan

## Maurepas School

2017-2018

Principal Kenny Kraft

Title I School
School Title I Contact
Delle Blount

August 7, 2017

## SCHOOL POLICIES AND REQUIRED ANNUAL REVISIONS

| POLICY | POLICY \#/BULLETIN | $\begin{aligned} & \text { DATE } \\ & \text { REVISED } \end{aligned}$ | $\begin{aligned} & \text { COPY ON } \\ & \text { FILE } \\ & \text { AT SCHOOL } \\ & \hline \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | YES | NO |
| Crisis Management (emergency/evacuation plan) | §339/741 | August 2017 | X |  |
| Discipline/Behavior Plan (Juvenile Justice Reform Act Requirement) | §1301/741 \& §1127/741 | August 2017 | X |  |
| Family Engagement Policy | §1903/741 \& Sec. 1118/Title I | August 2017 | X |  |
| Security Procedures (metal detectors, etc.) | §339/741 | August 2017 | X |  |
| Safe and Drug-Free Prevention Activities | §1127/741 \& Sec. 2305/741 | August 2017 | X |  |
| State Code of Conduct | §1115/741 | August 2017 | X |  |
| Transition Plan for Pre-School Children | Sec.1114/Title 1 | August 2017 | X |  |

## SCHOOL PARTNERSHIPS

| University | Southeastern LA University |
| :--- | :--- |
| Technical Institute | Louisiana Technical College (Ascension and Hammond Campuses); Northshore Technical College |
| Feeder School |  |
| Community | Maurepas Baptist Church, District 9 Volunteer Fire Department, St. Stephens Catholic Church, Sue's Café, Red's <br> Restaurants, Dollar General, White Hall Grocery |
| Business/Industry | Sam's Club of Denham Springs, EATEL, Jacobs Group, Davis Electric, Walmart, Smith Tank \& Steel |
| Private Grants | EATEL, Walmart |
| Other | LPPS Pathways \& Connections |

## SCHOOL ASSURANCES

This plan was developed by this school to meet the needs of all learners, especially those identified as non-proficient or at-risk in the school's performance data.

This plan was developed with collaboration from school administration, teachers and other staff members, and family members of children enrolled in the school.

This plan includes the following components:
> Evidence of the use of a comprehensive needs assessment, which should include the following data analysis information:

- Data Summary Reports
- Identification of strengths and weaknesses and their contributing factors
> Challenge Goals and Measurable Objectives based on data
$>$ Long Term Indicators and Leading Indicators based on school-wide needs assessment strategies to guide improvement efforts
$>$ Professional development activities aligned to identified school focused areas and data driven strategies for school improvement
F Family and community engagement activities
> Formative and summative evaluation strategies
> Coordination of fiscal resources
Required ESSA activities to be included in this plan by ALL elementary and middle schools:
$>$ Transitional meeting for students advancing to new campus (Ex: Head Start, Kindergarteners to $1^{\text {st }}$ grade, $5^{\text {th }}$ graders to Jr. High and $8^{\text {th }}$ graders to High School)
> Open House
> Literacy Night and Math Night
> Family Engagement Workshops
> Family member/Teacher Conference Day
> End-of-Year Family Survey

The signatures below indicate that the following school personnel have participated in reviewing the School Improvement Plan and understand their responsibility in assisting the school in attaining its annual goals:

FACULTY SIGNATURES

| School: Maurepas School |  | Year: 2017-2018 |
| :---: | :---: | :---: |
| Name | Grade/Position | Signature (BLUE INK ONLY) |
| Anderson,Melissa | $7^{\text {th }}, 8^{\text {th }}$ ELA Teacher |  |
| Anderson,Sunny | $4^{\text {th }} /$ Teacher |  |
| Blackwell, Laura | Guidance |  |
| Blount, Delle | Assistant Principal |  |
| Bourgeois, Jake | High School History/PE |  |
| Cooper, Hollie | SPED Teacher |  |
| Davis,Dina | Middle School Math |  |
| Delk, Brennan | Agri. Science Teacher |  |
| Easley, Heidi | Kindergarten Teacher |  |
| Ellis, Sheila | Kindergarten Teacher |  |
| Felps, Cassie | Principal Designee |  |
| Forbes, April | $1^{\text {st }} /$ Teacher |  |
| Garland, Jeffrey | Middle \& High School History |  |

\begin{tabular}{|c|c|c|}
\hline Name \& Grade/Position \& Signature (BLUE INK ONLY) <br>
\hline Gunter, Renell \& High School Math, Chemistry \& <br>
\hline Hess, Lori \& $5^{\text {th }}$ Grade ELA Teacher/Title I \& <br>
\hline Hutson, Monica \& Curriculum Co-ordinator \& <br>
\hline Janis, Jessica \& $1^{\text {st/}}$ /Teacher \& <br>
\hline Jones, Nancy \& SPED Teacher \& <br>
\hline Kraft, Shaunte` \& Middle School Social Studies, Health \& PE \& <br>
\hline Lauzervich, Brittany \& Health \& PE Teacher \& <br>
\hline Ledent, Frederic \& Foreign Language Media Teacher \& <br>
\hline Mayers, Jeanne \& High School English \& <br>
\hline Mullis, Ann \& $8^{\text {th }} \&$ High School English Teacher \& <br>
\hline Olah, Sue \& $5^{\text {th }}, 6^{\text {th }} /$ Teacher \& <br>
\hline Overton, Cindy \& $5^{\text {th }}, 6^{\text {th }}$ /Teacher \& <br>
\hline Pisciotta, Chris \& High School Math \& <br>
\hline Richardson, Danelle \& $3{ }^{\text {rd/ }}$ / Teacher \& <br>

\hline Rodriguez,Jamie \& | 3rd/ Teacher |
| :--- |
| $5^{\text {th }}$ Math | \& <br>

\hline \& \& <br>
\hline
\end{tabular}

| Name | Grade/Position |  |
| :--- | :--- | :--- |
| Scallions, Donna | High School SPED <br> Teacher |  |
| Stewart, Garrett | Middle School <br> Science Teacher |  |
| Stewart,Jennifer | $2^{\text {nd }} /$ Teacher |  |
| Stilley, Cindy | Librarian |  |
| Sullivan, Kim | $4^{\text {th } / \text { Teacher }}$ |  |
| Trabeaux,Megan | Kindergarten <br> Teacher |  |
| Williams,Brittney | 2nd/Teacher |  |
| Williams, Laci | Business Lab/ <br> Media Teacher |  |

## DATA COMPREHENSIVE NEEDS ASSESSMENT SUMMARY REPORT

(Analyzed compilation results of the following: DIBELS data, LANA data, Benchmark data, Teacher SLT data, STAR data, LEAP ELA/Math/Science/Social Studies assessment worksheets, EOC, and any other relevant data)

DATA Summary Report
(Retrieve this data from Data Analysis Template)


## Action Plan

## Challenge One (Whole School) - Fundamental Expectations for Students

## Long Term Indicator:

Students will demonstrate mastery of core academic content to ultimately achieve a $90 \%$ graduation rate, average ACT of 21 and post- secondary success.

## Lead Indicators:

1. Constant review of formative assessment data
2. Alignment of standards to assessments
3. Increase learning time
4. Professional Development

Goals:
Elementary/Middle School:

- By 2021, K-2 ${ }^{\text {nd }}$ grade students will reach high standards, attaining proficiency or better in ELA and Mathematics as measured by the end-of-year STAR or benchmark.
- By 2021, the whole school proficiency score of 79.3 for $3^{\text {rd }}$ to $\mathbf{8}^{\text {th }}$ grade students will increase by 7 points over a 4-year period, provided new guideline scores are given in SY 17-18.
High School:
- By 2021, the Graduation Cohort rate will increase from 90.3\% to 90.5\%
- By 2021, the ACT average score will increase from 19.7 to 21.

Evidence-Based Strategy: Data Driven Decision Making

## Curriculum and Instruction Activities

Implementation Activity \#1: Tutoring (Before and/or After school)

Tutoring sessions will be available to all students to assist with improving weak skills or to enrich strengths.

- LEAP Remediation
- Core curriculum remediation


## Projected Outcomes of Goal Attainment (Whole School Proficiency)

By the end of:
> Year 1

- Elementary/Middle School: By 17-18, the whole school proficiency score for $3^{\text {rd }}$ to $8^{\text {th }}$ grade students will increase by 2 points to 81.3 .
- High School: By 17-18, the Graduation Cohort rate will increase by 0.05 points to $90.35 \%$.
- High School: By 17-18, the ACT average score will increase by 0.33 points to $\mathbf{2 0 . 0 3}$.
- Elementary/Middle School: By 18-19, the whole school proficiency score for $3^{\text {rd }}$ to $8^{\text {th }}$ grade students will increase by $\mathbf{2}$ points to $\mathbf{8 3 . 3}$
- High School: By 18-19, the Graduation Cohort rate will increase by 0.05 points to $\mathbf{9 0 . 4 \%}$.
- High School: By 18-19, the ACT average score will increase by 0.33 to 20.36 .
$>$ Year 3
- Elementary/Middle School: By 17-18, the whole school proficiency score for $3^{\text {rd }}$ to $\mathbf{8}^{\text {th }}$ grade students will increase by 2 points to 85.3.
- High School: By 19-20, the Graduation Cohort rate will increase by 0.05 points to $90.45 \%$.
- High School: By 19-20, the ACT average score will increase by 0.33 to 20.69.
$>$ Year 4
- Elementary/Middle School: By 20-21, the whole school proficiency score for $3^{\text {rd }}$ to $8^{\text {th }}$ grade students will increase by 1 point to 86.3 .
- High School: By 20-21, the Graduation Cohort rate will increase by 0.05 points to $\mathbf{9 0 . 5 \%}$.
- High School: By 20-21, the ACT average score will increase by 0.31 to 21.


## Estimated Cost: \$1,000.00

Funding Source:

## Challenge One (Whole School) - Fundamental Expectations for Students

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## Lead Indicators:

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Goals:
Elementary/Middle School:

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High School:
- By 2021, the Graduation Cohort rate will increase from $90.3 \%$ to $90.5 \%$
- By 2021, the ACT average score will increase from 19.7 to 21.

Evidence-Based Strategy: Data Driven Decision Making

## Curriculum and Instruction Activities

## Implementation Activity \#2: Creative Scheduling

Opportunities for increased learning time will be available for students through creative scheduling.

- Double Blocking
- Blocking
- Class Size Reduction
- Earning high school credits in Jr. high and college credits in high school
- Math Essentials as reinforcement prior to Algebra I which earns $\mathbf{2}$ credits, freeing up an elective for seniors.

Projected Outcomes of Goal Attainment (Whole School Proficiency):
By the end of:
> Year 1

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- High School: By 17-18, the Graduation Cohort rate will increase by 0.05 points to $90.35 \%$.
- High School: By 17-18, the ACT average score will increase by 0.33 points to 20.03 .
$>\quad$ Year 2
- Elementary/Middle School: By 18-19, the whole school proficiency score for $3^{\text {rd }}$ to $8^{\text {th }}$ grade students will increase by 2 points to 83.3 .
- High School: By 18-19, the Graduation Cohort rate will increase by 0.05 points to $\mathbf{9 0 . 4 \%}$.
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## Estimated Cost:

Funding Source:

## Challenge One (Whole School) - Fundamental Expectations for Students

## Long Term Indicator:

Students will demonstrate mastery of core academic content to ultimately achieve a $\mathbf{9 0 \%}$ graduation rate, average ACT of $\mathbf{2 1}$ and post- secondary success.

## Lead Indicators:

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## Goals:

Elementary/Middle School:

- By 2021, K-2 ${ }^{\text {nd }}$ grade students will reach high standards, attaining proficiency or better in ELA and Mathematics as measured by the end-of-year STAR or benchmark.
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Evidence-Based Strategy: Data Driven Decision Making

## Professional Development Activities

| Implementation Activity \#1: Book Study | Plan for Follow-up: |
| :--- | :--- |

Professional Development will be based upon reading and discussing "Move Your Bus" by Ron Clark. Teachers will record notes and comments in a Professional Notetaking Portfolio while reading and share these thoughts during PLC's scheduled by grade level teams. Teachers will meet the morning prior to the five PD days set by the district and as needed throughout the year with their professional learning community to analyze data.

## Plan for Follow-up:

Each teacher will maintain a Professional Notetaking Portfolio containing data related to student progress and performance (spreadsheet for BM, check point, attendance data, behavior reports, STAR, DIBELS, etc.). Teachers will also record ideas, reflections, and action steps generated during/after whole faculty "share sessions" in this Professional Portfolio, thus creating annual documentation of their professional growth. Grade level teams (monthly) and content area teams (each 9 weeks) will meet to analyze data and reports. Administration will monitor progress through minutes/feedback from meetings, observations/walk-throughs, and diagnostic and assessment results.

## Projected Outcomes of Goal Attainment (Whole School Proficiency)

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- High School: By 17-18, the ACT average score will increase by 0.33 points to 20.03
$>$ Year 2
- Elementary/Middle School: By 18-19, the whole school proficiency score for $3^{\text {rd }}$ to $\mathbf{8}^{\text {th }}$ grade students will increase by $\mathbf{2}$ points to 83.3.
- High School: By 18-19, the Graduation Cohort rate will increase by 0.05 points to $90.4 \%$.
- High School: By 18-19, the ACT average score will increase by 0.33 to 20.36 .
$>$ Year 3
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- High School: By 20-21, the Graduation Cohort rate will increase by 0.05 points to $\mathbf{9 0 . 5 \%}$.
- High School: By 20-21, the ACT average score will increase by 0.31 to 21.


## Estimated Cost: \$4,318.00

Funding Source:
Title I - Part A (SW \& PI) X Title II - Professional Development

## Challenge One (Whole School) - Fundamental Expectations for Students

## Long Term Indicator:

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## Lead Indicators:

1. Constant review of formative assessment data
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3. Increase learning time
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Goals:
Elementary/Middle School:

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High School:
- By 2021, the Graduation Cohort rate will increase from 90.3\% to 90.5\%
- By 2021, the ACT average score will increase from 19.7 to 21.

Evidence-Based Strategy: Data Driven Decision Making

## Professional Development Activities

## Implementation Activity \#2: Data Team Meetings

Data Team meetings will be held to review formative assessment data of students to ensure alignment of standards to assessments.

## Plan for Follow-up:

Data Team members will redeliver findings at content area and grade level meetings to initiate discussions and data driven decision-making for implementation in the classrooms.

## Projected Outcomes of Goal Attainment (Whole School Proficiency):

By the end of:
$>$ Year 1

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- High School: By 20-21, the ACT average score will increase by 0.31 to 21 .


## Estimated Cost: \$4,318.00

Funding Source:

## Challenge One (Whole School) - Fundamental Expectations for Students

## Long Term Indicator:

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## Lead Indicators:

1. Constant review of formative assessment data
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Goals:
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High School:
- By 2021, the Graduation Cohort rate will increase from 90.3\% to 90.5\%
- By 2021, the ACT average score will increase from 19.7 to 21.

Evidence-Based Strategy: Data Driven Decision Making

| Professional Development Activities |  |
| :---: | :---: |
| Implementation Activity \#3 Teacher-Leader Summit | Plan for Follow-up: |
| Selected teachers will attend the Teacher-Leader Summit in June, 2018. | Teachers will redeliver information to the faculty in Fall of 2018. |

Projected Outcomes of Goal Attainment (Whole School Proficiency):
By the end of:
$>$ Year 1

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- High School: By 20-21, the Graduation Cohort rate will increase by 0.05 points to $\mathbf{9 0 . 5 \%}$.
- High School: By 20-21, the ACT average score will increase by 0.31 to 21.


## Estimated Cost: \$1,075.00

Funding Source:
Title I-Part A (SW \& PI)

## Challenge One (Whole School) - Fundamental Expectations for Students

## Long Term Indicator:

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Lead Indicators:

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## Goals:

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High School:
- By 2021, the Graduation Cohort rate will increase from $90.3 \%$ to $90.5 \%$
- By 2021, the ACT average score will increase from 19.7 to 21.

Evidence-Based Strategy: Data Driven Decision Making

## Family and Community Engagement Activities

(Inform parents, family members and students of interpreting reports and student data files)
Implementation Activity \#1: Parent/Family Events
Events will be held to increase family/school involvement.

- Open House/Family Night
- Junior, Senior Parent Meetings
- High Stakes Testing Meeting
- Parenting \& Developmental Education Workshops
- Interpreting Data Reports Meeting


## Projected Outcomes of Goal Attainment (Whole School Proficiency):

By the end of:
> Year 1

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$>$ Year 4
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- High School: By 20-21, the Graduation Cohort rate will increase by 0.05 points to $90.5 \%$.
- High School: By 20-21, the ACT average score will increase by 0.31 to 21.


## Challenge Two - (Student Subgroups) Deep Struggles for Historically Disadvantaged Students

## Long Term Indicator:

School ratings will come from growth of all children at the following percentages:
$>$ Grades 3-8 = 25\%
$>$ High school = 12.5\%
> Freshman high $=50 \%$
Progress of individual groups of students within schools by giving each subgroup its own performance score and ratings to address achievement gaps.
Lead Indicators:

1. Screening, intervention, monitoring and progress of students
2. Diagnosis, monitoring and progress of ELL, SPED, and transition students

## Goals:

Elementary/Middle Schools: By 2021, the economically disadvantaged subgroup proficiency score of $\mathbf{2 7}$ will increase by 7 points over a 4-year period, provided new guideline scores are given in school year2017-18.

High Schools: By 2021, the EOC proficiency rate will increase by 7 points from 75 to 82 for US History EOC exam in the economically disadvantaged subgroup.

## Evidence-Based Strategy: Data Driven Decision Making

Curriculum and Instruction Activities

## Implementation Activity \#1: Para Support/ Contract Tutors

Paraprofessionals and/or Contract Tutors will assist students during large and small group instruction.

## Projected Outcomes of Goal Attainment (Subgroup Proficiency): Not just one subject, math, but all three given)

By the end of:
$>$ Year 1

- Elementary/Middle School: By 2018, the male subgroup proficiency score will increase by 2 points to 29.
- High School: By 17-18, EOC proficiency rate will increase by 0.2 points to 77.
> Year 2
- Elementary/Middle School: By 2019, the male subgroup proficiency score will increase by 2 points to 31.
- High School: By 18-19, EOC proficiency rate will increase by 0.2 points to 79.
> Year 3
- Elementary/Middle School: By 2020, the male subgroup proficiency score will increase by 2 points to 33.
- High School: By 19-20, EOC proficiency rate will increase by 0.2 points to 81.
$>$ Year 4
- Elementary/Middle School: By 2021, the male subgroup proficiency score will increase by 1 point to 34.
- High School: By 20-21, EOC proficiency rate will increase by 0.1 points to $\mathbf{8 2}$.

Estimated Cost: \$57,066.00
Funding Source:
X_Title I - Part A (SW \& PI) Title II - Professional Development ___ LEAP Remediation SIP

## Challenge Two - (Student Subgroups) Deep Struggles for Historically Disadvantaged Students

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School ratings will come from growth of all children at the following percentages:
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Progress of individual groups of students within schools by giving each subgroup its own performance score and ratings to address achievement gaps.
Lead Indicators:

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Goals:
Elementary/Middle Schools: By 2021, the male subgroup proficiency score of $\mathbf{2 8}$ will increase by 7 points over a 4-year period, provided new guideline scores are given in school year2017-18.
High Schools: By 2021, the EOC proficiency rate will increase by 7 points from 75 to 82 for US History EOC exam in the economically disadvantaged subgroup.
Evidence-Based Strategy: Data Driven Decision Making

Curriculum and Instruction Activities
Implementation Activity \#2: Electronic Teaching Tools

All ELA, math, science, social studies, and non-content teachers will utilize technology and multi-media as a teaching/learning tool daily to address different learning styles and academic needs of students.

- Smartboards
- Projectors (including maintenance of Bulbs)
- Mimeo
- Calculators
- Spell checks
- Computers/Printers
- DVD players
- Document Cameras
- Mobile Labs
- Sound systems
- Wireless presenters
- Electronic voters
- 1 to 1 devices
- SpringBoard Digital (SBD)
- iClass
- Software
- Pads/Tablets (not iPads)

```
Projected Outcomes of Goal Attainment (Subgroup Proficiency):
    By the end of:
        > Year 1
```

- Elementary/Middle School: By 17-18, the male proficiency score will increase by 2 points to 30.
- High School: By 17-18, EOC proficiency rate will increase by 0.2 points to 77.
> Year 2
- Elementary/Middle School: By 18-19, the male proficiency score will increase by 2 points to 32.
- High School: By 18-19, EOC proficiency rate will increase by 0.2 points to 79.
$>$ Year 3
- Elementary/Middle School: By 19-20, the male proficiency score will increase by 2 points to 34.
- High School: By 19-20, EOC proficiency rate will increase by 0.2 points to 81.
$>$ Year 4
- Elementary/Middle School: By 20-21, the male proficiency score will increase by 1 points to 35.
- High School: By 20-21, EOC proficiency rate will increase by 0.1 points to 82.


## Estimated Cost: \$4,700.00

## Funding Source:

## Challenge Two - (Student Subgroups) Deep Struggles for Historically Disadvantaged Students

```
Long Term Indicator:
School ratings will come from growth of all children at the following percentages:
    > Grades 3-8 = 25%
    High school = 12.5%
    > Freshman high = 50%
```

Progress of individual groups of students within schools by giving each subgroup its own performance score and ratings to address achievement gaps.
Lead Indicators:
1. Screening, intervention, monitoring and progress of students
2. Diagnosis, monitoring and progress of ELL, SPED, and transition students
Goals:
Elementary/Middle Schools: By 2021, the male subgroup proficiency score of $\mathbf{2 8}$ will increase by 7 points over a 4-year period, provided new guideline scores are given in
school year2017-18.
High Schools: By 2021, the EOC proficiency rate will increase by 7 points from 75 to 82 for US History EOC exam in the economically disadvantaged subgroup.
Evidence-Based Strategy: Data Driven Decision Making

## Curriculum and Instruction Activities

Implementation Activity \#3: Instructional Teaching Tools

All ELA, math, science, social studies, and non-content teachers will utilize resources as a teaching/learning tool daily to address complex text and conceptual understanding.

- Novel sets
- CKLA, Rewards materials
- Manipulatives
- Zinc (Reading platform)
- Scantron documents/Scantron Maintenance
- Duplication of materials
- Test Prep Materials
- Math Materials
- Academic Progress Report

Projected Outcomes of Goal Attainment (Subgroup Proficiency):
By the end of:
$>$ Year 1

- Elementary/Middle School: By 17-18, the male proficiency score will increase by 2 points to 30.
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$>$ Year 4
- Elementary/Middle School: By 20-21, the male proficiency score will increase by 1 points to 35 .
- High School: By 20-21, EOC proficiency rate will increase by 0.1 points to 82.

Estimated Cost: \$2,084.00
Funding Source:

## Challenge Two - (Student Subgroups) Deep Struggles for Historically Disadvantaged Students

Long Term Indicator:
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Progress of individual groups of students within schools by giving each subgroup its own performance score and ratings to address achievement gaps.

## Lead Indicators:

1. Screening, intervention, monitoring and progress of students
2. Diagnosis, monitoring and progress of ELL, SPED, and transition students

Goals:
Elementary/Middle Schools: By 2021, the male subgroup proficiency score of 28 will increase by 7 points over a 4-year period, provided new guideline scores are given in school year2017-18.
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Evidence-Based Strategy: Data Driven Decision Making

## Curriculum and Instruction Activities

Implementation Activity \#4 Small Group Instruction
Students will demonstrate proficiency of skills through teacher implementation of small group instruction as a way to provide tiered interventions or enrichment.

- Literacy Workstations (Novels, flip charts, sentence strips, SCOPE)
- Numeracy Workstations (manipulatives, games, test practice materials)
- T9 Tutor
- Career Coach

Projected Outcomes of Goal Attainment (Subgroup Proficiency):
By the end of:
$>$ Year 1

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## Challenge Two - (Student Subgroups) Deep Struggles for Historically Disadvantaged Students

Long Term Indicator:
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Evidence-Based Strategy: Data Driven Decision Making

## Curriculum and Instruction Activities

Implementation Activity \#5 Remediation
Remediation sessions will be available to students to assist in the strengthening of weak skills.

- Assessment remediation
- LEAP remediation
- Core curriculum remediation
- Wilson Language Program

Projected Outcomes of Goal Attainment (Subgroup Proficiency):
By the end of:
$>$ Year 1

- Elementary/Middle School: By 17-18, the male proficiency score will increase by 2 points to 30.
- High School: By 17-18, EOC proficiency rate will increase by 0.2 points to 77.
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## Challenge Two - (Student Subgroups) Deep Struggles for Historically Disadvantaged Students

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School ratings will come from growth of all children at the following percentages:
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Goals:
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school year2017-18.
High Schools: By 2021, the EOC proficiency rate will increase by 7 points from 75 to 82 for US History EOC exam in the economically disadvantaged subgroup.
Evidence-Based Strategy: Data Driven Decision Making

## Curriculum and Instruction Activities

## Implementation Activity \#6 Screening/Intervention

Academic screening and intervention services will be available to provide strategies for all students.

- DIBELS
- Literacy Lab
- CCC- Success Maker
- RTI
- PLATO
- STAR
- IXL
- Reading A-Z
- AR Math \& Reading
- Moby Max Math

Projected Outcomes of Goal Attainment (Subgroup Proficiency):
By the end of:
$\rightarrow$ Year 1

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- High School: By 20-21, EOC proficiency rate will increase by 0.1 points to 82.


## Estimated Cost:

Funding Source:

## Challenge Two - (Student Subgroups) Deep Struggles for Historically Disadvantaged Students

```
Long Term Indicator:
School ratings will come from growth of all children at the following percentages:
    > Grades 3-8 = 25%
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```

Progress of individual groups of students within schools by giving each subgroup its own performance score and ratings to address achievement gaps.
Lead Indicators:
1. Screening, intervention, monitoring and progress of students
2. Diagnosis, monitoring and progress of ELL, SPED, and transition students
Goals:

school year2017-18.
High Schools: By 2021, the EOC proficiency rate will increase by 7 points from 75 to 82 for US History EOC exam in the economically disadvantaged subgroup.
Evidence-Based Strategy: Data Driven Decision Making

## Curriculum and Instruction Activities

Implementation Activity \#7 Tutoring (During School)
Tutoring sessions will be available to all students to assist with improving weak skills or to enrich strengths.

- MARC
- Wilson Language Program

Projected Outcomes of Goal Attainment (Subgroup Proficiency):
By the end of:
$\rightarrow$ Year 1

- Elementary/Middle School: By 17-18, the male proficiency score will increase by 2 points to 30.
- High School: By 17-18, EOC proficiency rate will increase by 0.2 points to 77 .
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## Challenge Two - (Student Subgroups) Deep Struggles for Historically Disadvantaged Students

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Goals:
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High Schools: By 2021, the EOC proficiency rate will increase by $\mathbf{7}$ points from $\mathbf{7 5}$ to $\mathbf{8 2}$ for US History EOC exam in the economically disadvantaged subgroup.
Evidence-Based Strategy: Data Driven Decision Making

## Curriculum and Instruction Activities

Implementation Activity \#8 Transitioning
Grade level orientations/transition meetings will be held to acquaint students to their new place on campus.
> Orientation Meetings

- PreK/Head start
- Kindergarten $/ 1^{\text {st }}$ grade
- $5^{\text {th }}$ grade
- $9^{\text {th }}$ grade
> Year 1
- Elementary/Middle School: By 17-18, the male proficiency score will increase by 2 points to 30.
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$>$ Year 2
- Elementary/Middle School: By 18-19, the male proficiency score will increase by 2 points to 32.
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## Challenge Two - (Student Subgroups) Deep Struggles for Historically Disadvantaged Students

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2. Diagnosis, monitoring and progress of ELL, SPED, and transition students

## Goals:

Elementary/Middle Schools: By 2021, the male subgroup proficiency score of $\mathbf{2 8}$ will increase by $\mathbf{7}$ points over a 4 -year period, provided new guideline scores are given in school year2017-18.

High Schools: By 2021, the EOC proficiency rate will increase by 7 points from 75 to 82 for US History EOC exam in the economically disadvantaged subgroup.
Evidence-Based Strategy: Data Driven Decision Making

> Family and Community Engagement Activities
> (Provide accurate and instructive reports on students' individual skills)

Implementation Activity \#1: Parent/Family Events
Events will be held to increase family/school involvement.

- Open House
- Parent Workshops
- Red Ribbon Week (SAPE')
- Parent/Teacher Conference Day
- High Stakes Testing Meeting

Projected Outcomes of Goal Attainment (Subgroup Proficiency):
By the end of:
> Year 1

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- Elementary/Middle School: By 20-21, the male proficiency score will increase by 1 points to 35.
- High School: By 20-21, EOC proficiency rate will increase by 0.1 points to 82 .


## Estimated Cost:

Funding Source:

## Challenge Three - Fair Access for Experiences Essential for Life After High School

## Long Term Indicator:

Aggregated data regarding the measurable life outcomes experienced by recent graduates, including income, employment and education attainment information.

## Lead Indicators:

1. Include arts or foreign language coursework
2. Reduction of out of school discipline
3. Reduction of absenteeism

## Goal:

Elementary/Middle Schools: By 2021, needs of students beyond the core academic curriculum will be addressed.
High Schools: By 2021, the Strength of Diploma index rate will increase by 7 points from 107.6 to 114.6. (AP, DE, and CTE credentials)

## Evidence-Based Strategy: Data Driven Decision Making

## Curriculum and Instruction Activities

## Implementation Activity \#1: Visual/Performing Arts

Students will be provided opportunities to participate in Visual and Performing Arts.

- Class Time
- Special Events
- Christmas Musical/French Café

Projected Outcomes of Goal Attainment (Whole School Proficiency):
By the end of:
> Year 1

- Elementary/Middle School: By 17-18, the whole school proficiency score for $3^{\text {rd }}$ to $8^{\text {th }}$ grade students will increase by 2 points to 81.3 .
- High School: By 17-18, the Graduation Cohort rate will increase by 0.05 points to $90.35 \%$.
- High School: By 17-18, the ACT average score will increase by 0.33 points to 20.03 .
> Year 2
- Elementary/Middle School: By 18-19, the whole school proficiency score for $3^{\text {rd }}$ to $8^{\text {th }}$ grade students will increase by 2 points to 83.3 .
- High School: By 18-19, the Graduation Cohort rate will increase by 0.05 points to $90.4 \%$.
- High School: By 18-19, the ACT average score will increase by 0.33 to 20.36.
> Year 3
- Elementary/Middle School: By 17-18, the whole school proficiency score for $3^{\text {rd }}$ to $8^{\text {th }}$ grade students will increase by 2 points to 85.3 .
- High School: By 19-20, the Graduation Cohort rate will increase by 0.05 points to $90.45 \%$.
- High School: By 19-20, the ACT average score will increase by 0.33 to 20.69 .
> Year 4
- Elementary/Middle School: By 20-21, the whole school proficiency score for $3^{\text {rd }}$ to $8^{\text {th }}$ grade students will increase by 1 point to 86.3 .
- High School: By 20-21, the Graduation Cohort rate will increase by 0.05 points to $90.5 \%$.
- High School: By 20-21, the ACT average score will increase by 0.31 to 21.

| Estimated Cost: |  |  |  |
| :--- | :--- | :--- | :--- | :--- |
| Funding Source: |  |  |  |
|  | Title I - Part A (SW \& PI) | $\ldots$ |  |

## Challenge Three - Fair Access for Experiences Essential for Life After High School

## Long Term Indicator:

Aggregated data regarding the measurable life outcomes experienced by recent graduates, including income, employment and education attainment information.

## Lead Indicators:

1. Include arts or foreign language coursework
2. Reduction of out of school discipline
3. Reduction of absenteeism

## Goal:

Elementary/Middle Schools: By 2021, needs of students beyond the core academic curriculum will be addressed.
High Schools: By 2021, the Strength of Diploma index rate will increase by 7 points from 107.6 to 114.6. (AP, DE, and CTE credentials)

## Evidence-Based Strategy: Data Driven Decision Making

## Curriculum and Instruction Activities

## Implementation Activity \#2: Foreign Language Coursework

Students will be provided opportunities to participate in foreign language.

- Class Time
- Special Events
- French Café

Projected Outcomes of Goal Attainment (Whole School Proficiency): By the end of:
> Year 1

- Elementary/Middle School: By 17-18, the whole school proficiency score for $\mathbf{3 r d}^{\text {rd }}$ to $\mathbf{8}^{\text {th }}$ grade students will increase by 2 points to 81.3 .
- High School: By 17-18, the Graduation Cohort rate will increase by 0.05 points to $90.35 \%$.
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| Estimated Cost: |  |  |  |
| :---: | :---: | :---: | :---: |
| Funding Source: |  |  |  |
| Title I-Part A (SW \& PI) | Title II - Professional Development | LEAP Remediation |  |

## Challenge Three - Fair Access for Experiences Essential for Life After High School

## Long Term Indicator:

Aggregated data regarding the measurable life outcomes experienced by recent graduates, including income, employment and education attainment information.

## Lead Indicators:

1. Include arts or foreign language coursework
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Goal:
Elementary/Middle Schools: By 2021, needs of students beyond the core academic curriculum will be addressed.
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Evidence-Based Strategy: Data Driven Decision Making

## Curriculum and Instruction Activities

## Implementation Activity \#3: JumpStart Pathways

Students will be provided opportunities to participate in Jumpstart Pathways

- In school Course options
- Internship Opportunities
- Career Awareness
- LPPS Literacy and Technology Center

Projected Outcomes of Goal Attainment (Whole School Proficiency):
By the end of:
> Year 1

- Elementary/Middle School: By 17-18, the whole school proficiency score for $\mathbf{3 r d}^{\text {rd }}$ to $\mathbf{8}^{\text {th }}$ grade students will increase by 2 points to 81.3.
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## Estimated Cost:

Funding Source:
Title I - Part A (SW \& PI)

## Challenge Three - Fair Access for Experiences Essential for Life After High School

## Long Term Indicator:

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## Evidence-Based Strategy: Data Driven Decision Making

Curriculum and Instruction Activities

## Implementation Activity \#4 Early College Coursework

Students will be provided opportunities to participate in early college coursework

- AP Courses
- CLEP
- Dual Enrollment (University \& Community College)
- Long Distance Learning

Projected Outcomes of Goal Attainment (Whole School Proficiency):
By the end of:
> Year 1

- Elementary/Middle School: By 17-18, the whole school proficiency score for $3^{\text {rd }}$ to $\mathbf{8}^{\text {th }}$ grade students will increase by 2 points to 81.3 .
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## Estimated Cost:

Funding Source:

## Challenge Three - Fair Access for Experiences Essential for Life After High School

## Long Term Indicator:

Aggregated data regarding the measurable life outcomes experienced by recent graduates, including income, employment and education attainment information.

| Lead Indicators: <br> 1. Include arts or foreign language coursework <br> 2. Reduction of out of school discipline <br> 3. <br> Reduction of absenteeism | Lead Indicator High School: <br> 1. Improve Jumpstart Pathways and early col |
| :--- | :--- |
| Goal: |  |

## Evidence-Based Strategy: Data Driven Decision Making

## Culture and Climate: Behavior and Discipline Activities

## Implementation Activity \#1: Drop-out Prevention

Attendance and behavioral interventions will help prevent student drop-out and increase attendance.

- School detention
- Connections
- Reduction of out-of-school discipline
- Reduction of Absenteeism
- Student incentives, awards day, awareness resources (SWPBIS posters) will be utilized to encourage student attendance, as well as improve behavioral and academic performance.
- Plato Software used on campus to provide opportunities for students to earn extra course credits and assist with scheduling issues.
- Small group instruction will be held during and after school in response to Academic Interventions.
- Recess Detention will be held during school in response to Academic/Behavioral Interventions.
- Students will participate in drug awareness and character building lessons/programs to improve self-esteem and decision making.
- School Messenger Phone System to notify students, parents, faculty, and staff concerning school activities and information (Dropout Prevention)
- Phone calls will be made and letters will be sent home informing parents of attendance and/or discipline problems (Postage) (Dropout Prevention)
- Graduation Alliance Program
- Career Coach Instruction
- Credit Recovery
- Vocational/ business classes for students to earn IBC Certification

Projected Outcomes of Goal Attainment (Whole School Proficiency):
By the end of:
> Year 1

- Elementary/Middle School: By 17-18, the whole school proficiency score for $3^{\text {rd }}$ to $8^{\text {th }}$ grade students will increase by 2 points to 81.3 .
- High School: By 17-18, the Graduation Cohort rate will increase by 0.05 points to $90.35 \%$.
- High School: By 17-18, the ACT average score will increase by 0.33 points to 20.03 .

| Year 2 <br> - Elementary/Middle School: By 18-19, the whole school proficiency score for $\mathbf{3}^{\text {rd }}$ to $\mathbf{8}^{\text {th }}$ grade students will increase by $\mathbf{2}$ points to 83.3 . <br> - High School: By 18-19, the Graduation Cohort rate will increase by 0.05 points to $90.4 \%$. <br> - High School: By 18-19, the ACT average score will increase by 0.33 to 20.36. <br> Year 3 <br> - Elementary/Middle School: By 17-18, the whole school proficiency score for $\mathbf{3}^{\text {rd }}$ to $8^{\text {th }}$ grade students will increase by $\mathbf{2}$ points to 85.3 . <br> - High School: By 19-20, the Graduation Cohort rate will increase by 0.05 points to $90.45 \%$. <br> - High School: By 19-20, the ACT average score will increase by 0.33 to 20.69 . <br> Year 4 <br> - Elementary/Middle School: By 20-21, the whole school proficiency score for $3^{\text {rd }}$ to $8^{\text {th }}$ grade students will increase by 1 point to 86.3. <br> - High School: By 20-21, the Graduation Cohort rate will increase by 0.05 points to $90.5 \%$. <br> - High School: By 20-21, the ACT average score will increase by 0.31 to 21. |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Estimated Cost: \$500.00 |  |  |  |  |  |
| Funding Source: |  |  |  |  |  |
| Title I- Part A (SW \& PI) |  | Title II - Professional Development | LEAP Remediation | X |  |

## Challenge Three - Fair Access for Experiences Essential for Life After High School

## Long Term Indicator:

Aggregated data regarding the measurable life outcomes experienced by recent graduates, including income, employment and education attainment information.

## Lead Indicators:

1. Include arts or foreign language coursework
2. Reduction of out of school discipline
3. Reduction of absenteeism

## Goal:

Elementary/Middle Schools: By 2021, needs of students beyond the core academic curriculum will be addressed.
High Schools: By 2021, the Strength of Diploma index rate will increase by 7 points from 107.6 to 114.6 . (AP, DE, and CTE credentials)

## Evidence-Based Strategy: Data Driven Decision Making

Culture and Climate: Behavior and Discipline Activities

## Implementation Activity \#2: SWBIS

The implementation of an SWPBIS plan will target the overall school-climate which will improve student learning.

- Wolf Pack Activities (student incentives/rewards)
- Student Info Folders
- Academic Awards
- Copier paper/ink
- Principal's Pride
- Awards Breakfast
- School rules/expectation posters

Projected Outcomes of Goal Attainment (Whole School Proficiency):
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> Year 1

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- High School: By 20-21, the Graduation Cohort rate will increase by 0.05 points to $\mathbf{9 0 . 5 \%}$.
- High School: By 20-21, the ACT average score will increase by 0.31 to 21.


## Estimated Cost: \$1,000.00

Funding Source:

## Challenge Three - Fair Access for Experiences Essential for Life After High School

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## Lead Indicators:

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Goal:
Elementary/Middle Schools: By 2021, needs of students beyond the core academic curriculum will be addressed.
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## Evidence-Based Strategy: Data Driven Decision Making

## Family and Community Engagement Activities

(Families should be aware of equal access to a high-quality instruction in core academic areas. Systems must support and enrich students' educational journey)

## Implementation Activity \#1: Communicating with Parents/Family

Resources will be utilized to increase family/school communications.

- Website and Maurepas Live Media Studio
- Social Media (Facebook, Twitter, Instagram)
- Student Planners that include the student handbook
- Academic Progress Reports sent when a student is showing unsatisfactory progress.
- Parents will be sent testing information, class information, calendars, newsletters, and assignments
- On Course Lesson Plan and Homework Program available for teachers to post upcoming classroom assignments.
- School Messenger system to inform parents about school activities and events.
- Remind texting system

Projected Outcomes of Goal Attainment (Whole School Proficiency):
By the end of:
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## $>\quad$ Year 3

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## Estimated Cost:

Funding Source:

## Challenge Three - Fair Access for Experiences Essential for Life After High School

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## Evidence-Based Strategy: Data Driven Decision Making

Family/Community Involvement Activities

## Implementation Activity \#2: Parent/Family Events

Events will be held to increase family/school involvement.

- Special Events
- Veteran's Recognition Program
- Book Fair Family Events
- Awards Days

Projected Outcomes of Goal Attainment (Whole School Proficiency):
By the end of:
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## Evidence-Based Strategy: Data Driven Decision Making

## Family/Community Involvement Activities

## Implementation Activity \#3: Literacy Events



## Projected Outcomes of Goal Attainment (Whole School Proficiency):

By the end of:
$>$ Year 1

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## Challenge Three - Fair Access for Experiences Essential for Life After High School

## Long Term Indicator:

Aggregated data regarding the measurable life outcomes experienced by recent graduates, including income, employment and education attainment information.

## Lead Indicators:

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2. Reduction of out of school discipline
3. Reduction of absenteeism

Lead Indicator High School:

1. Improve Jumpstart Pathways and early college coursework

Goal:
Elementary/Middle Schools: By 2021, needs of students beyond the core academic curriculum will be addressed. High Schools: By 2021, the Strength of Diploma index rate will increase by 7 points from 107.6 to 114.6 . (AP, DE, and CTE credentials)

## Evidence-Based Strategy: Data Driven Decision Making

Family/Community Involvement Activities

## Implementation Activity \#4: Math Events

By attending a Math Night event at the school, parents and community partners will gain knowledge of ways to promote math strategies in all content areas at home

## Projected Outcomes of Goal Attainment (Whole School Proficiency):

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## Estimated Cost: \$200.00

X Title I - Part A (SW \& PI) Title II - Professional Development

Total School Improvement Budget Breakdown
2017-2018

| Funding Sources* | LEAP <br> Remediation | SIP | Title I | Title II | Totals |
| :---: | :---: | :---: | :---: | :---: | :---: |
| School \$ Allocation |  |  |  |  |  |
| Challenge One | $\$ 2,000.00$ | $\$ 1,500.00$ | $\$ 82,266.41$ | $\$ 5,393.00$ | $\$ 91,159.41$ |
| Challenge Two | $\$ 1,000.00$ | - | - | $\$ 5,393.00$ | $\$ 6,393.00$ |
| Challenge Three | $\$ 1,000.00$ | - | $\$ 81,043.02$ | - | $\$ 82,043.02$ |
| TOTALS | - | $\$ 1,500.00$ | $\$ 1,223.39$ |  | - |

*Funding Sources: Title I - Part A (Improving Basic Programs); ESSA School Improvement Funds; Title II - Part A (Professional Development); State School Improvement Funds; miscellaneous funding sources; foundations/grants, etc.

## PROFESSIONAL STAFF RECRUITMENT

The Livingston Parish School Board shall make a concerted effort to employ the best employees available, and to assign such employees to positions, departments, and levels or subject fields in which they have achieved full qualification or certification. Upon creation of a new administrative or supervisory position or a vacancy occurring in an established position, the Superintendent shall prepare a notification outlining the details of the position and procedures for applying. Such notification shall be posted in a prominent place at the Central Office and in all Livingston Parish schools. Further, such notification shall be published in the official journal of the School Board.

Applications for teaching positions shall be retained by and in the office of the Director of Personnel for a period of not less than three (3) years and all applications for non-certified positions shall be retained for a period of not less than one (1) year.

When filling vacancies in positions of authority or those with policymaking duties, the School Board or any agent acting on behalf of the School Board shall not utilize only oral contacts and interviews of applicants considered, or use any other means to circumvent the provisions of this statute. Nothing, however, shall prohibit oral contact prior to a person becoming an applicant or shall prohibit oral contact which may result in a written application or other documents.

## DISCLOSURE OF APPLICANT'S RECORDS

The name of each applicant for certain positions of authority or those with policymaking duties, the qualifications of such an applicant, and any relevant employment history or experience of such an applicant shall be available for public inspection, examination, copying, or reproduction as provided for in the statutory provisions governing public works.

Revised: April, 2007
Ref: La. Rev. Stat. Ann. ' $17: 24.2,17: 81,17: 83,23: 291,44: 12.1,44: 31,44: 31.1,44: 32,44: 33,44: 34$; Board minutes, 2-79, 12-88, 6-89, 8-95.

