

Maurepas School

<mark>2017 – 2018</mark>

Principal Kenny Kraft

Title I School
School Title I Contact
Delle Blount

August 7, 2017

SCHOOL POLICIES AND REQUIRED ANNUAL REVISIONS

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

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	
	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
- > 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 1st grade, 5th graders to Jr. High and 8th graders to High School)
- Open House
- ➤ Literacy Night and Math Night
- > Family Engagement Workshops
- Family member/Teacher Conference Day
- ➤ End-of-Year Family Survey

Principal's signature	Person Responsible for SIP Implementation	Chairperson, School Improvement Team

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	
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Name	Grade/Position	Signature (BLUE INK ONLY)
Anderson,Melissa	7 th ,8 th ELA Teacher	
Anderson,Sunny	4 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 st /Teacher	
Garland, Jeffrey	Middle & High School History	

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

Name	Grade/Position	Signature (BLUE INK ONLY)
Scallions, Donna	High School SPED	
	Teacher	
Stewart, Garrett	Middle School	
	Science Teacher	
Stewart,Jennifer	2 nd / Teacher	
Stilley, Cindy	Librarian	
Sullivan, Kim	4 th / Teacher	
Trabeaux,Megan	Kindergarten	
, ,	Teacher	
Williams,Brittney	2 nd /Teacher	
Williams, Laci	Business Lab/	
	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)

	Strengths	Weaknesses	Data Source
	1) 3 rd , 4 th ,and 8 th grade students scored highest in	1) 3 rd , 4 th , 7 th , and 8 th grade students scored	1) LEAP School Performance Report
	the informational text and vocabulary strands of	lowest in the Literary Text and written	
ELA	LEAP	expression strands of LEAP	
	2) 5 th and 7 th grade ELA scores have consistently	2) 52% of Kindergarteners scored Urgent	2) STAR Early Literacy Screening
	increased	Intervention and Intervention on	LEAP School Performance Report
		benchmark with another 43% on watch.	
	Strengths	Weaknesses	Data Source
	4 th , 5 th , 6 th , 7 th , and 8 th grade students scored	6 th & 8 th grade students scored lowest in	LEAP School Performance Report
Math	highest in the Additional and Supporting Content	the Major Content and Expressing	
Matii	strand and Modeling strand of LEAP	Mathematical Reasoning strands of LEAP	
	7 th and 8 th grade math scores were higher than	Math scores are 15- 20 points lower in	LEAP School Performance Report
	the district average	math than ELA in 5 th , 6 th , 7 th & 8 th grades.	
	Strengths	Weaknesses	Data Source
	3 rd , 5 th , 6th, 7 ^{thn} & 8 th grade students scored	3 rd , 5 th & 8 th grade students scored lowest in	LEAP School Performance Report
Science	highest in the Science as Inquiry strand of LEAP	the Earth and Space strand of LEAP.	
Science	4 th , 7 th & 8 th grade students scored high in the Life	3 rd , 4 th , 5 th and 7 th grade students scored	LEAP School Performance Report
	Science strand of LEAP.	low in the Science and the Environment	
		strand of LEAP	
	Strengths	Weaknesses	Data Source
Social Studies			
Social Studies			

Action Plan

School Name: Maurepas School School Year: 2017 – 2018

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-2nd 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 3rd to 8th 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):

- Year 1
 - Elementary/Middle School: By 17-18, the whole school proficiency score for 3rd to 8th 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 rd to 8 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 rd to 8 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 rd to 8 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:	\$1,000.00

X LEAP Remediation

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Title II – Professional Development

Funding Source:

Title I – Part A (SW & PI)

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-2nd 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 3rd to 8th 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%
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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 2 credits, freeing up an elective for seniors.

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Estimated Cost:	
Funding Source:	
	Title I – Part A (SW & PI) Title II – Professional Development LEAP Remediation SIP

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
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Goals:

Elementary/Middle School:

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High School:

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Evidence-Based Strategy: Data Driven Decision Making

Professional Development Activities

Implementation Activity #1: Book Study

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.

By the end of:	
Year 1	
 Elementary/Middle School: By 17-18, the whole school proficiency score for 3rd to 8th grade stu 	dents will increase by 2 points to 81.3.
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Year 4	
 Elementary/Middle School: By 20-21, the whole school proficiency score for 3rd to 8th grade stu 	dents 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: \$4,318.00	
Funding Source:	

LEAP Remediation

SIP

X___ Title II – Professional Development

Projected Outcomes of Goal Attainment (Whole School Proficiency):

Title I – Part A (SW & PI)

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.

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Goals:

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Evidence-Based Strategy: Data Driven Decision Making

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Dro.	tacciana		lopment Activities
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Implementation Activity #2: Data Team Meetings	Plan for Follow-up:
Data Team meetings will be held to review formative assessment data of students to ensure alignment of standards to assessments.	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.

ojected Outcomes of Goal Attainment (Whole School Proficiency):		
By the end of:		
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• Elementary/Middle School: By 20-21, the whole school proficiency score for 3 rd to 8 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.		
timated Cost: \$4,318.00		
nding Source:		
Title I – Part A (SW & PI) X Title II – Professional Development LEAP Remediation SIP		

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
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Goals:

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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):

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Estimated Cost:	\$1,075.00			
Funding Source:				
	Title I – Part A (SW & PI)	X Title II – Professional Development	LEAP Remediation	SIP

Long Term Indicator:

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Lead Indicators:

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High School:

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- 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):

- Year 1
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 - High School: By 17-18, the Graduation Cohort rate will increase by 0.05 points to 90.35%.
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	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 rd to 8 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:	

LEAP Remediation

SIP

Title II – Professional Development

Title I – Part A (SW & PI)

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 27 will increase by 7 points over a 4-year period, provided new guideline scores are given in school year 2017-18.

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)

- 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.

>	Yea	ar 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 82.				
Estimated Cost:	\$57,0	066.00			
Funding Source:					
_x	Title	I – Part A (SW & PI) Title II – Professional Development LEAP Remediation SIP			

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 28 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 Outco	mes 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:			
<u> X</u>	Title I – Part A (SW & PI) Title II – Professional Development LEAP Remediation SIP		

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 28 will increase by 7 points over a 4-year period, provided new guideline scores are given in school year 2017-18.

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):

- 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:	\$2,084.00				
Funding Source:					
X_	Title I – Part A (SW & PI) Title II – Professional Development LEAP Remediation SIP				

Long Term Indicator:

School ratings will come from growth of all children at the following percentages:

- Grades 3-8 = 25%
- **→** High school = 12.5%
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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
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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 year 2017-18.

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 #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):

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

Estimated Cost:				
Funding Source:				•
Title I – Part A (SW & PI)	Title II – Professional Development	LEAP Remediation	SIP	

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 year 2017-18.

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 #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):

- 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.
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 - 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: \$2,000.00				
Funding Source:				
Title I – Part A (SW & PI)	Title II – Professional Development	X LEAP Remediation	SIP	

Long Term Indicator:

School ratings will come from growth of all children at the following percentages:

- Grades 3-8 = 25%
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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 year 2017-18.

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):

- 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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	Year 3			
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Estimated Cost	:			
Funding Source	:			
	Title I – Part A (SW & PI) Title II – Professional Development LEAP Remediation SIP			

Long Term Indicator:

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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 year 2017-18.

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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):

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

Estimated Cost:				
Funding Source:				
Title I – Part A (SW & PI)	Title II – Professional Development	LEAP Remediation	SIP	

Long Term Indicator:

School ratings will come from growth of all children at the following percentages:

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

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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.

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 #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/1st grade
 - 5th grade
 - 9th grade
 - 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.
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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:				
<u>x</u>	Title I – Part A (SW & PI)	Title II – Professional Development	LEAP Remediation	SIP

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
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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 year 2017-18.

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):

- Year :
 - 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
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- Year 4
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 - High School: By 20-21, EOC proficiency rate will increase by 0.1 points to 82.

Estimated Cost:				
Funding Source:				
Title I – Part A (SW & PI)	Title II – Professional Development	LEAP Remediation	SIP	

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

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

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):

- Year 1
 - Elementary/Middle School: By 17-18, the whole school proficiency score for 3rd to 8th 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 3rd to 8th 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 3rd to 8th 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 3rd to 8th 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 – Par	t A (SW & PI)	Title II – Professional Development	LEAP Remediation	SIP

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

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

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):

- Year 1
 - Elementary/Middle School: By 17-18, the whole school proficiency score for 3rd to 8th 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 3rd to 8th grade students will increase by 2 points to 83.3.
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 - High School: By 20-21, the ACT average score will increase by 0.31 to 21.

Estimated Cost:				
Funding Source:				
Title I – Par	t A (SW & PI)	Title II – Professional Development	LEAP Remediation	SIP

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

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

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):

- Year 1
 - Elementary/Middle School: By 17-18, the whole school proficiency score for 3rd to 8th 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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	⊳ γ	fear 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	e score will increase by 0.31 to 21.				
Estimated Cost	::						
Funding Source	e:						
	Tit	ile I – Part A (SW & PI)	Title II – Professional Development	LEAP Remediation	SIP		

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

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

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):

- > Year 1
 - Elementary/Middle School: By 17-18, the whole school proficiency score for 3rd to 8th 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	SIP	

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

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.

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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):

- Year 1
 - Elementary/Middle School: By 17-18, the whole school proficiency score for 3rd to 8th 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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	High School: By 18-19, the ACT average score will increase by 0.33 to 20.36.
\triangleright	Year 3
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	High School: By 19-20, the Graduation Cohort rate will increase by 0.05 points to 90.45%.
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LEAP Remediation

__X__ SIP

Title II – Professional Development

Year 2

Title I – Part A (SW & PI)

Estimated Cost: \$500.00

Funding Source:

Long Term Indicator:

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

Lead Indicators:

Lead Indicator High School:

1. Improve Jumpstart Pathways and early college coursework

- 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.

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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):

- Year 1
 - Elementary/Middle School: By 17-18, the whole school proficiency score for 3rd to 8th 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 3rd to 8th 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 3rd to 8th 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 rd to 8 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	t: \$1 ,	,000.00					
Funding Source	e:						
	Tit	tle I – Part A (SW & PI) Title II – Professional Development LEAP Remediation X_ SIP					

Lead Indicator High School:

1. Improve Jumpstart Pathways and early college coursework

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

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):

- Year 1
 - Elementary/Middle School: By 17-18, the whole school proficiency score for 3rd to 8th 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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>	Ye	ar 3					
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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.					
Estimated Cost:							
Funding Source	:						
	Title	e I – Part A (SW & PI) Title II – Professional Development LEAP Remediation SIP					

Long Term Indicator:

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

Lead Indicators:

Lead Indicator High School:

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

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 #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):

- Year 1
 - Elementary/Middle School: By 17-18, the whole school proficiency score for 3rd to 8th 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.
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 - 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 3rd to 8th 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: \$823.39							
Funding Source	Funding Source:						
X_	Title I – Part A (SW & PI)	Title II – Professional Development	LEAP Remediation	SIP			

Long Term Indicator:

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

Lead Indicators:

Lead Indicator High School:

1. Improve Jumpstart Pathways and early college coursework

- 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

Family/Community Involvement Activities

Implementation Activity #3: Literacy Events

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

Projected Outcomes of Goal Attainment (Whole School Proficiency):

- Year 1
 - Elementary/Middle School: By 17-18, the whole school proficiency score for 3rd to 8th 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.
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- Year 4
 - Elementary/Middle School: By 20-21, the whole school proficiency score for 3rd to 8th 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: \$200.00						
Funding Source	e:					
<u>x</u>	Title I – Part A (SW & PI)	Title II – Professional Development	LEAP Remediation	SIP		

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

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):

By the end of:

- Year 1
 - Elementary/Middle School: By 17-18, the whole school proficiency score for 3rd to 8th 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
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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.

Estimated Cost: \$200.00

Funding Source:

______ Title I - Part A (SW & PI) ______ Title II - Professional Development _____ LEAP Remediation _____ SIP

Total School Improvement Budget Breakdown 2017 - 2018

Funding Sources*	LEAP Remediation	SIP	Title I	Title II	Totals
2017-2018 School \$ Allocation	\$2,000.00	\$1,500.00	\$82,266.41	\$5,393.00	\$91,159.41
Challenge One	\$1,000.00		-	\$5,393.00	\$6,393.00
Challenge Two	\$1,000.00	•	\$81,043.02	-	\$82,043.02
Challenge Three	-	\$1,500.00	\$1,223.39	-	\$2,723.39
TOTALS	\$2,000.00	\$1,500.00	\$82,266.41	\$5,393.00	\$91,159.41

*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.

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