School Improvement Plan

Submission Date: *October 2011*

Lutcher High School
7th – 12th Grades
1910 W. Main Street
Lutcher, LA 70071
Eugene Hoover, Principal
225-869-5741
ehoover@stjames.k12.la.us

School Profile
Check where applicable:

☐ **Charter School**

☐ **Alternative School**

☐ **School in School Improvement**

    ☐ **Academically Unacceptable Schools – Year 1**   ☒ **School Improvement – Year 1**

    ☐ **Academically Unacceptable Schools – Year 2**   ☐ **School Improvement – Year 2**

    ☐ **Academically Unacceptable Schools – Year 3**   ☐ **Corrective Action – Year 1**

    ☐ **Academically Unacceptable Schools – Year 4**   ☐ **Corrective Action – Year 2**

                                                   ☐ **Restructuring**

☒ **Title I School**

    ☒ **Schoolwide**   ☐ **Targeted Assistance**

☒ **Member of Southern Association of Colleges and Schools**

☐ **Teacher Advancement Program (TAP)**

☐ **Distinguished Educator**

☐ **Literacy and Numeracy**

☐ **Grant Application**

    Name of Grant: <u>Enter Name of the Grant</u>

    Contact Person: <u>Enter Contact Person's Name</u>

    Phone: <u>Enter Contact's Phone Number</u>

    E-mail: <u>Enter Contact's Email Address</u>

SCHOOL IMPROVEMENT PLAN CROSSWALK
Table of Contents for SIP
[Schoolwide Components NCLB Section 1114 (b)(1)(A-J)]
[School Improvement Plan NCLB Section 1116(b)(3)(A)(i-x)]

Each school operating a schoolwide program must include all ten components in their plan. All schoolwide schools in improvement status must include the ten requirements for schools in improvement.

Ten Components of a Schoolwide Program	"Tools" Pages	Ten Requirements of a School Improvement Plan	Your SIP Pages
1.A **comprehensive needs assessment** of the entire school based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.	**23 – 25**	1. An effective needs assessment	**15-17**
2. **Schoolwide Reform Strategies**	**32 – 39**	2. A *strategy* for school improvement is a method for achieving the identified objectives. (e.g., using graphic organizers, visual imagery, and summarization). Scientifically Based Research (ESEA; Title IX, Part A) is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.	**18-26**
3. **Instruction by Highly Qualified Teachers**	**Rubric, Page 80**	3. Provide an assurance that the instruction will be provided by highly qualified teachers. In addition, job-embedded professional development will be directed to address the needs of teachers and other staff members in the school to ensure academic achievement problems are identified for improvement.	**15**

4. **High quality and ongoing professional development for –** ➢ Teachers ➢ Principals ➢ Paraprofessionals	**45 – 49**	4.Effective Professional Development incorporates the following: • Focuses on the knowledge, skills, and attitudes required of teachers, administrators, and other school employees so all students can learn and perform at high levels • Creates a learning community in which substantive professional development is linked primarily to content knowledge and instructional strategies • Provides opportunities for job-embedded professional development • Provides plans for follow-up and support to ensure teacher/student learning • Focuses on student needs • Prepares educators to demonstrate high expectations for all student learning	**18-26**
5. **Strategies to attract high-quality highly qualified teachers to high-need schools**	**Attached to School Improvement Plans**	5. Provide a *District plan* or policy Teacher Quality Strategies (plan for attracting high quality teachers) Identify revision date on School Policy chart, page 15 of SIP.	**15**
6. **Strategies to increase parent involvement** *(Such as family literacy services)*	**50 – 55**	6. Effective family involvement: •	**18-26**
7. **Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.** *(Such as Head Start, Even Start, Early Reading First, or a State-run preschool program)*	**http://www.ed.gov/policy/elsec /guid/preschoolguidance.pdf**	7. Serving Preschool Children Under Title I Non-Regulatory Guidance: Section B-11. • Professional development • Teacher classroom visits • Children portfolios	**N/A**

8. **Measures to include teachers in the decisions regarding the use of academic assessments** in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	**Curriculum Section, pages 56 – 69** **Rubric, pages 78 – 81**	8. What processes are in place for administrator(s) to identify teachers' professional development needs related to content, instructional strategies, and classroom assessment? The SIP must present the actual people who will see the activities have taken place, not only the trainer, model provider, or a group of people, but those who will be responsible for setting them up and ensuring they are completed.	**18-26**
9. **Activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards are provided effective, timely additional assistance which** shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.	**56 – 69**	9. **The Administration monitors the Taught Curriculum** **Teacher teams, with the SIT and School Support Team improves the Taught Curriculum**	**18-26**
10. **Coordination and integration of Federal, State, and local services and programs**	**70 – 72**	10. Effective coordination of resources	**18-26**

Louisiana Critical Goals

Critical Goal (CG)	Your SIP Page Number
CG1. Students enter Kindergarten ready to learn. **Measure:** Percentage of Kindergarteners Meeting Benchmark on DIBELS Screening	
CG2. Students are literate by the third grade. **Measure:** Percentage of Third Graders Earning Basic and Above on *i*LEAP English Language Arts Assessment	
CG3. Students will enter fourth grade on time. **Measure:** Percentage of Students Earning Consecutive Promotion from Kindergarten through Fourth Grade	
CG4. Students perform at or above grade level in English Language Arts by eighth grade. **Measure:** Percentage of Eighth Graders at Basic and Above on LEAP English Language Arts Assessment	**18-26**
CG5. Students perform at or above grade level in math by eighth grade. **Measure:** Percentage of Eighth Graders at Basic and Above on LEAP Mathematics Assessment	**18-26**
CG6. Students will graduate on time. **Measure:** Cohort Graduation Rate (Percentage of Students Graduating in Four Years)	**18-26**
CG7. Students will enroll in post – secondary education or graduate workforce – ready. **Measure:** Percentage of First Time Freshmen (High School Graduates Enrolling in Post – Secondary Institutions)	**18-26**
CG8. Students will successfully complete at least one year of post – secondary education. **Measure:** The percentage of first time freshman achieving sophomore status within two years of entering post – secondary education	**18-26**
CG9. Achieve all eight Critical Goals, regardless of race or class. **Measure:** Subgroup performance of each of the Goals will be assessed to monitor progress on this goal.	**18-26**

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

❑ For schools in School Improvement, submit the plan with the state's *Rubric for the Evaluation of School Improvement Plans Summary Report* on disk to the LEA Accountability and/or Federal Programs contact. The LEA must submit via the School Improvement eGrant system.

❑ Submit the District Assurance via the eGrant.

❑ Follow each eGrant page for appropriate number of characters.

❑ Insert page numbers in the Table of Contents for Word version of template to be kept on file at school and LEA.

❑ All plans must contain a Crosswalk that identifies page numbers of activities that align with NCLB components of School Improvement and School Wide Programs.

❑ For SIPs that have been revised, indicate material that has changed on the *Action Plan* sheets with strikethroughs (lines inserted through the changes). Place revisions in bold after the strikethroughs.

❑ For any completed activity, write the word *completed* in parenthesis following the strikethroughs.

❑ If any item/activity is incomplete, explain in a brief note in parenthesis why the activity was not completed.

❑ For grant applications, place in bold *Activities and Action Steps* for targeted funding should the grant be awarded. Include the title of the grant as well as the name, email address, and phone number of the contact person on the Cover Page of the *School Improvement Plan Template*.

❑ For original signatures, **USE BLUE INK**.

    ❑ Principal's Signature
    ❑ Superintendent's Signature

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

Principal Signature: _____ **Date:** _____
Superintendent's Signature: _____ **Date:** _____

TABLE OF CONTENTS
<The page numbers for each component will change as information is added.>

DATA PORTFOLIO

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

- Subgroup Component Report and Principal's Report Card for the last three years.

- Summary of Findings of Survey Data and all source documents. (Teachers, Parents, Students, and Principal) May be completed online. If Parent sample size is inadequate, there must be Parent Focus Group(s).

- Summary of Findings of Interview Data and all source documents. (Principal, Counselor, and Teachers) (**Not** Optional for Schools in School Improvement)

- Summary of Findings of Focus Group Data and all source documents. (Teachers, Students, and Parents) (**Not** Optional for Schools in School Improvement)

- Copy of the Data Triangulation Form

- Comprehensive Needs Assessment: Final Report

- DRA or DIBELS Reports

- Data Analysis Template (Trend Data history, Discipline/Behavior history, etc.)

- Data Notebook (for schools participating in *School Analysis Model-SAM 2000 or LANA online*)

- Cognitive Summary Data (iLEAP, LEAP/GEE, ACT, PSAT, etc.)

- Citation from monitoring of Federal Programs – if applicable (e.g., Special Education and corresponding Corrective Action Plans)

- Scholastic Audit Next Steps, if applicable.

DISTRICT ASSURANCE

☐ For schools in School Improvement and in the SIG Tiers, I hereby certify that this plan was developed with the assistance of a District Assistance Team and State-level School Support Team in collaboration with the School Improvement Team.

☐ I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.

☐ I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

☐ I hereby certify that this plan has all of the following components:

- A statement of the school's mission
- Evidence of the use of a comprehensive needs assessment, which should include the following data analysis information:
  - Data Triangulation tables
  - Data Comprehensive Needs Assessment Summary Report
- Goals and measurable objectives
- Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
- Professional Development components aligned with assessed needs and strategies to attract and keep high quality teachers
- Plans for transitioning pre-school children to local elementary school programs
- Family and community involvement activities aligned with assessed needs
- Evaluation strategies that include methods to measure progress of implementation
- Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
- An action plan with timelines and specific activities for implementing the above criteria

☐ I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

_____   _____
Superintendent's signature   Principal's signature

_____   _____
District Assistance or School Support Team Leader   Chair, School Improvement Team

FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES
(Place a check or X in the status area for each program implemented at your school)

Program List: (including during- and after-school programs)	Currently Using	No. of Years	Proposed Program	Deleted Program
Career to Work	☐	#	☐	☐
Extended Day Program	☐	#	☐	☐
HIPPY	☐	#	☐	☐
INTECH	☐	#	☐	☐
INTECH 2 Science	☐	#	☐	☐
INTECH Social Studies	☐	#	☐	☐
La GEAR-UP	☐	#	☐	☐
LaSIP	☐	#	☐	☐
LEAD TECH	☐	#	☐	☐
Math/Science Partnership	☐	#	☐	☐
Pre-School Program (s)	☐	#	☐	☐
School-to-Work	☐	#	☐	☐
The Strategic Instruction Model (SIM)	☐		☐	☐
Other: High School That Works	X	1	☐	☐
Adolescent Literacy Partnership Project	X	**1**	☐	☐
Everybody Graduates	X	**2**		

List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above): • Click Here to Enter
List the Distance Learning (i.e., web-based, satellite) courses provided for your students: • Click Here to Enter

SCHOOL POLICIES AND PARTNERSHIPS

Policy	Policy #/Bulletin #	Date revised	Copy on file at school?	
Crisis Management (emergency/evacuation plan)	§ 339/741	**August 2011**	☒ Yes	☐ No
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	**September 2011**	☒ Yes	☐ No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	**August 2011**	☒ Yes	☐ No
Security Procedures (metal detectors, etc.)	§ 339/741	**August 2011**	☒ Yes	☐ No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	**August 2011**	☒ Yes	☐ No
Student Code of Conduct	§ 1115/741	**August 2011**	☒ Yes	☐ No
Teacher Quality Strategies (plan for attracting high quality teachers)	§ 1114/Title I	**July 2011**	☒ Yes	☐ No
Transition Plan for Pre-School Children	§ 1114/Title I	**Enter Date**	☒ Yes	☐ No

School Partnerships (Type the name of each partner in the space provided)	
University	**River Parish Community College, Nicholls State University, Delgado Community College**
Technical Institute	**Louisiana Technical Colleges**
Feeder School(s)	**Gramercy Elementary, Lutcher Elementary, Paulina Elementary, Romeville Elementary**
Community	**Enter Partner name**
Business/Industry	**MOTIVA, ZAPP's,**
Private Grants	**Enter Partner name**
Other	**Enter Partner name**

Data Triangulation – <u>Strengths</u>

Contributing Factors: Teachers routinely use the state curriculum and the GLEs as the instructional focus.	
Domain: 500 Sub domain: 520 510	
Instrument(200): Classroom observations, lesson plans and JBHM Academic Review	
Data Type: 1. Behavioral 2. Archival 3. Attitudinal	Findings(500) 1. Large percentage of core teachers observed following the LCC. 2. Lesson of core teachers indicated use of LCC. 3. In teacher interviews core teachers indicated that the LCC was used for lesson preparations.
Contributing Factors: Teachers use a wide variety of materials in the classroom.	
Domain: 500 Sub domain: 510	
Instrument(200): Classroom observations, lesson plans and JBHM Academic Review	
Data Type: 1. Behavioral 2. Archival 3. Attitudinal	Findings(500) 1. Teachers were observed using manipulatives and projects in both core and non-core classes. 2. Lesson plans indicate that teachers use a wide variety of materials/projects in the classrooms. 3. Teacher interviews indicated that teachers had access to a wide variety of materials/projects for use in the classroom.
Contributing Factors: Most teachers used some form of technology.	
Domain: 500 Sub domain: 540	
Instrument(200): Classroom observations, lesson plans and JBHM Academic Review	
Data Type: 1. Behavioral 2. Archival 3. Attitudinal	Findings(500) 1. Teachers were observed using a variety of technology in the classroom. 2. Lesson plans indicate that teachers use a wide variety technology. 3. Teacher interviews indicated that teachers have access to a wide variety of technology.

*Must list at least three findings to justify Contributing Factors

Refer to *Comprehensive Needs Assessment User's Guide* page *62 Table 52* Domain and Sub domain codes

Data Triangulation – <u>Weaknesses</u>

Contributing Factors: Teachers are aware of which students are at risk based on the test scores but no evidence of differentiated instruction based on test results.	
Domain: 500 Sub domain: 510	
Instrument(200): Classroom observations, lesson plans and JBHM Academic Review	
Data Type: 1. Behavioral 2. Archival 3. Attitudinal	Findings(500) 1. A large percentage of observed teachers did not differentiate instruction. 2. Teacher lesson plans do not indicate differentiated instruction. 3. Teacher interviews indicated that teachers are not using differentiated instruction.
Contributing Factors: Lack of instructional strategies across content areas.	
Domain: 500 Sub domain: 510	
Instrument(200): Classroom observations, lesson plans and JBHM Academic Review	
Data Type: 1. Behavioral 2. Archival 3. Attitudinal	Findings(500) 1. A large percentage of observed teachers did not use various instructional strategies. 2. Teachers' lesson plans did not indicate a variety of instructional strategies. 3. Teacher interviews did not indicate the use of a variety of instructional strategies.
Contributing Factors: A large percentage of the administrators' time is spent on day to day operations of the building rather than instructional leadership activities.	
Domain: 400 Sub domain: 430	
Instrument(200): Walk through data, Administrators' interview, JBHM Academic Review,	
Data Type: 1. Behavioral 2. Attitudinal 3. Attitudinal	Findings(500) 1. A low number of walk throughs indicate a low presence in the classroom. 2. Administrator's interview indicate too much time spent on day to day operations rather than instructional leadership. 3. Teacher interviews indicated a lack of positive feedback.

*Must list at least three findings to justify Contributing Factors

Refer to *Comprehensive Needs Assessment User's Guide* page *62 Table 52* Domain and Sub domain codes

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

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

Part Ia: Rank-order the identified areas of strength (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources:

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. Tenth grade math index scores were the highest.	GEE Results
2. High school math students are 75% proficient	GEE Results
3. ACT scores are higher than state average.	ACT Report
4. High enrollment of dual enrollment students.	41% of students graduating with 3 or more college credits.

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

CONTRIBUTING FACTORS TO THE STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. Teachers routinely use the state curriculum and the GLEs as the instructional focus.	Classroom observations, lesson plans and JBHM Academic Review
2. Teachers use a wide variety of materials in the classroom.	Classroom observations, lesson plans and JBHM Academic Review
3. Most teachers used some form of technology.	Classroom observations, lesson plans and JBHM Academic Review
4. 100% Highly Qualified teachers	Archival Data

Action Plan - **Activities indicated should address all subgroups**

GOAL 1	By 2013-2014, all students will reach high standards, attaining proficiency or better in reading/language arts.

Louisiana Critical Goal (CG): ☐CG1 ☐CG2 ☐CG3 ☒CG4 ☒CG5 ☒CG6 ☒CG7 ☒CG8 ☒CG9

Research-Based Strategy 1: ☐RTI ☒JEPD ☐DDD ☐MEL ☐CA ☐SIM ☐UDL

Provide an explanation for not selecting one of the three recommended strategies:

Indicator of Implementation (250 Characters): Up to 6	Procedures for Evaluating Indicators of Implementation (250 Characters): Up to 6
1.1 Staff will engage in professional learning that impacts their depth of understanding and addresses their concerns about new practices.	**1.1 Staff will complete reflections after each professional development activity. Administration will analyze the results and adjust professional development activities.**
1.2 Staff will participate in long-term and in-depth professional learning to give and receive classroom feedback in which the goal is to implement new instructional practices.	**1.2 Staff will complete a reflection after implementation activities. Reflections will be shared at the next professional development activity. Teachers will conduct analyses of quarterly MAP test results to determine the impact of new instructional practices on student achievement**
1.3 Staff will implement new classroom practices as a result of follow-up and support with coaching from peers during Faculty Study Groups.	1.3 Staff will complete a reflection after each professional development activity with a focus on additional support needed to improve strategies learned. Administration will analyze results and develop activities to provide additional follow-up.
OBJECTIVES(150 Characters): Up to 3	**DESIRED OUTCOMES(150 Characters):**

1.1	To increase ELA CRT index scores in 7th grade from 95.8 to 103.9. To increase ELA CRT index scores in 8th grade from 91.9 to 101.2. To increase ELA GEE CRT index scores in 10th grade from 78.6 to 92.4.	1. An increase in student engagement based on walk through data. 2. An increase in teachers' knowledge about instructional practices. 3. An increase in student academic performance on quarterly MAP test.				

Activity (1500 Characters)	Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
Teachers will be provided initial training for HSTW. In order to better implement FSG and implementation of instructional strategies.	Eugene Hoover and Brenda Joubert	August 2011	August 2011	cost	T1 SI
Job-embedded bi-monthly Faculty Study Groups will be held for teachers to continue training using the HSTW model using high expectations, teachers working together and classroom practices that actively engage students.	Myra Roussel and Brenda Joubert	September 2011`	April 2012	cost	T1 SI
All teachers will implement learning strategies in their classrooms and document on their lesson plans and discuss success and barriers at FSG meetings.	M. Roussel	August 2011	May 2012	cost	T1 SI

Monthly job-embedded Faculty Study Groups, early release time and faculty meetings will be conducted to analyze data (iLEAP, LEAP, GEE, EOC, classroom assessments, discipline, attendance and student grades) to determine the effectiveness of programs as well as to modify instruction.	M. Roussel and faculty	September 2011	May 2012		
The school community will engage parents by inviting them to: *Open Houses held twice a year (MAP scores, ACT scores, and Plan results, progress reports and Lexile Scores were provided and explained to each parent.) Fall Spring *One day orientations for each grade level were held to provide parents with orientation of the school, schedules, review of transcripts, laptop training, explanation of MAP scores and general information about the school. Our parents were informed about school wide literacy strategies that will be used by the students.	E. Hoover M. Roussel and faculty	August 2011 February 2012 July 2011			
Parents will be invited to a training session that will explain graduation requirements, endorsements, TOPS, TOPS tech, articulated credit and dual enrollment.	L. Cambre	March 2012			

Family and school communication activities include: *Lutcher High Web Site with daily announcements and monthly calendars. *Each teacher has an individual Moodle web site that includes weekly homework, project assignments and classroom announcements. *An automated phone system is used to call parents for announcements and invitations to activities. *An electronic marquee is used to publish current school activities. *Each student has a planner that is used to facilitate teacher parent communications on a daily basis. * Parents will be asked to complete a survey, LANA, to seek their input for decision making to enhance student improvement.	*A. Schexnayder *All teachers *R. Logan *M. Rizzuto *Teachers, students and parents *M. Roussel and parents	August 2011 August 2011 August 2011 August 2011 October 2011	May 2012 May 2012 May 2012	

Summative Evaluation (250 Characters): Analyze state iLEAP, LEAP, EOC and GEE results in order to determine if annual objectives were met.

Implementation Issues (250 Characters)	Date Presented	Resolution(s) (250 Characters)	Date Resolved
	date		date
	date		date

FCI-Indicates Family Community Involvement Activities   C-Indicates Curriculum Activities   PD-Indicates Professional Development
STEM-Indicates Science, Technology, Engineering, and Mathematics Activities   CCR-Indicates College and Career Readiness Activities   L-Indicates Literacy Activities
D – Indicates Discipline Support Activities

GOAL 2	By 2013-2014, all students will reach high standards, attaining proficiency or better in mathematics..

Louisiana Critical Goal (CG): ☐CG1 ☐CG2 ☐CG3 ☒CG4 ☒CG5 ☒CG6 ☒CG7 ☒CG8 ☒CG9

Research-Based Strategy 1: ☐RTI ☒JEPD ☐DDD ☐MEL ☐CA ☐SIM ☐UDL

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1.1 Staff will engage in professional learning that impacts their depth of understanding and addresses their concerns about new practices.	**1.1 Staff will complete reflections after each professional development activity. Administration will analyze the results and adjust professional development activities.**
1.2 Staff will participate in long-term and in-depth professional learning to give and receive classroom feedback in which the goal is to implement new instructional practices.	**1.2 Staff will complete a reflection after implementation activities. Reflections will be shared at the next professional development activity. Teachers will conduct analyses of quarterly MAP test results to determine the impact of new instructional practices on student achievement**
1.3 Staff will implement new classroom practices as a result of follow-up and support with coaching from peers during Faculty Study Groups.	1.3 Staff will complete a reflection after each professional development activity with a focus on additional support needed to improve strategies learned. Administration will analyze results and develop activities to provide additional follow-up.
OBJECTIVES(150 Characters): Up to 3	**DESIRED OUTCOMES(150 Characters):**

1.1	To increase Math CRT index scores in 7th grade from 96.5 to 104.3. To increase Math CRT index scores in 8th grade from 83.7 to 95.8. To increase Math GEE CRT index scores in 10th grade from 114.1 to 116.	1. An increase in student engagement based on walk through data. 2. An increase in teachers' knowledge about instructional practices. 3. An increase in student academic performance on quarterly MAP test.

Activity (1500 Characters)	Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
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Job-embedded bi-monthly Faculty Study Groups will be held for teachers to continue training using the HSTW model using high expectations, teachers working together and classroom practices that actively engage students.	Myra Roussel and Brenda Joubert	September 2011`	April 2012	cost	T1 SI
All teachers will implement learning strategies in their classrooms and document on their lesson plans and discuss success and barriers at FSG meetings.	M. Roussel	August 2011	May 2012	cost	T1 SI

Monthly job-embedded Faculty Study Groups, early release time and faculty meetings will be conducted to analyze data (iLEAP, LEAP, GEE, EOC, classroom assessments, discipline, attendance and student grades) to determine the effectiveness of programs as well as to modify instruction.	M. Roussel and faculty	September 2011	May 2012		
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Summative Evaluation (250 Characters): Analyze state iLEAP, LEAP, EOC and GEE results in order to determine if annual objectives were met.

Implementation Issues (250 Characters)	Date Presented	Resolution(s) (250 Characters)	Date Resolved
	date		date
	date		date

FCI-Indicates Family Community Involvement Activities   C-Indicates Curriculum Activities   PD-Indicates Professional Development

STEM-Indicates Science, Technology, Engineering, and Mathematics Activities   CCR-Indicates College and Career Readiness Activities   L-Indicates Literacy Activities

D – Indicates Discipline Support Ac