

The seal of the Louisiana Department of Education is a large, light gray watermark in the background. It features a central figure of a pelican feeding its young in a nest. The text around the seal includes "STATE OF LOUISIANA" at the top, "UNION JUSTICE" on the left, "CONFIDENCE" at the bottom, and "DEPARTMENT OF EDUCATION" on the right, with two stars on either side.

# **School Improvement Plan**

**Submission Date: *November 1, 2013***

**John J. Johnson Elementary School  
Preschool - Fifth  
500 Malcolm Street  
Lake Charles, Louisiana 70601  
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**School Profile**

**Check where applicable:**

- Charter School
- Alternative School
- School in School Improvement
  - Academically Unacceptable Schools – Year 1
  - Academically Unacceptable Schools – Year 2
  - Academically Unacceptable Schools – Year 3
  - Academically Unacceptable Schools – Year 4
  - School Improvement – Year 1
  - School Improvement – Year 2
  - Corrective Action – Year 1
  - 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: Comprehensive School Reform Program**

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**E-mail: Yvette.ardoin@cpsb.org**

**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 <b>comprehensive needs assessment</b> 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	18-19
2. <b>Schoolwide Reform Strategies</b>	32 – 39	2. A <i>strategy</i> 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.	19, 23, 28

<p><b>3. Instruction by Highly Qualified Teachers</b></p>	<p><b>Rubric, Page 80</b></p>	<p>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.</p>	<p>20- 22, 24-26, 29-30</p>
<p><b>4. High quality and ongoing professional development for –</b></p> <ul style="list-style-type: none"> <li>➤ Teachers</li> <li>➤ Principals</li> <li>➤ Paraprofessionals</li> </ul>	<p><b>45 – 49</b></p>	<p>4. Effective Professional Development incorporates the following:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Creates a learning community in which substantive professional development is linked primarily to content knowledge and instructional strategies</li> <li>• Provides opportunities for job-embedded professional development</li> <li>• Provides plans for follow-up and support to ensure teacher/student learning</li> <li>• Focuses on student needs</li> <li>• Prepares educators to demonstrate high expectations for all student learning</li> </ul>	<p>20-22, 24-26; 29-30</p>
<p><b>5. Strategies to attract high-quality highly qualified teachers to high-need schools</b></p>	<p><b>Attached to School Improvement Plans</b></p>	<p>5. Provide a <b><i>District plan</i></b> or policy Teacher Quality Strategies (plan for attracting high quality teachers) Identify revision date on School Policy chart, page 15 of SIP.</p>	<p><b>32</b></p>
<p><b>6. Strategies to increase parent involvement</b> <i>(Such as family literacy services)</i></p>	<p><b>50 – 55</b></p>	<p>6. Effective family involvement:</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>22, 27, 31, 36-39</p>

<p><b>7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.</b> <i>(Such as Head Start, Even Start, Early Reading First, or a State-run preschool program)</i></p>	<p><a href="http://www.ed.gov/policy/elsec/guid/preschoolguidance.pdf">http://www.ed.gov/policy/elsec/guid/preschoolguidance.pdf</a></p>	<p>7. Serving Preschool Children Under Title I Non-Regulatory Guidance: Section B-11.</p> <ul style="list-style-type: none"> <li>• Professional development</li> <li>• Teacher classroom visits</li> <li>• Children portfolios</li> </ul>	<p><b>33-35</b></p>
<p><b>8. Measures to include teachers in the decisions regarding the use of academic assessments</b> in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.</p>	<p><b>Curriculum Section, pages 56 – 69</b> <b>Rubric, pages 78 – 81</b></p>	<p>8. What processes are in place for administrator(s) to identify teachers’ professional development needs related to content, instructional strategies, and classroom assessment?</p> <p>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.</p>	<p><b>23-24; 30</b></p>
<p><b>9. Activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards are provided effective, timely additional assistance</b> 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.</p>	<p><b>56 – 69</b></p>	<p><b>9. The Administration monitors the Taught Curriculum</b></p> <p><b>Teacher teams, with the SIT and School Support Team improves the Taught Curriculum</b></p>	<p><b>20</b></p>
<p><b>10. Coordination and integration of Federal, State, and local services and programs</b></p>	<p><b>70 – 72</b></p>	<p>10. Effective coordination of resources</p>	<p><b>22-33</b></p>

## Louisiana Critical Goals

Critical Goal (CG)	Your SIP Page Number
<p><b>CG1. Students enter Kindergarten ready to learn.</b>  <b>Measure:</b> Percentage of Kindergarteners Meeting Benchmark on DIBELS Screening</p>	20
<p><b>CG2. Students are literate by the third grade.</b>  <b>Measure:</b> Percentage of Third Graders Earning Basic and Above on iLEAP English Language Arts Assessment</p>	20
<p><b>CG3. Students will enter fourth grade on time.</b>  <b>Measure:</b> Percentage of Students Earning Consecutive Promotion from Kindergarten through Fourth Grade</p>	20-24
<p><b>CG4. Students perform at or above grade level in English Language Arts by eighth grade.</b>  <b>Measure:</b> Percentage of Eighth Graders at Basic and Above on LEAP English Language Arts Assessment</p>	
<p><b>CG5. Students perform at or above grade level in math by eighth grade.</b>  <b>Measure:</b> Percentage of Eighth Graders at Basic and Above on LEAP Mathematics Assessment</p>	
<p><b>CG6. Students will graduate on time.</b>  <b>Measure:</b> Cohort Graduation Rate (Percentage of Students Graduating in Four Years)</p>	
<p><b>CG7. Students will enroll in post – secondary education or graduate workforce – ready.</b>  <b>Measure:</b> Percentage of First Time Freshmen (High School Graduates Enrolling in Post – Secondary Institutions)</p>	
<p><b>CG8. Students will successfully complete at least one year of post – secondary education.</b>  <b>Measure:</b> The percentage of first time freshman achieving sophomore status within two years of entering post – secondary education</p>	
<p><b>CG9. Achieve all eight Critical Goals, regardless of race or class.</b>  <b>Measure:</b> Subgroup performance of each of the Goals will be assessed to monitor progress on this goal.</p>	

### **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:** \_\_\_\_\_  
**Superintendent’s Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

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## DATA PORTFOLIO

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

- Subgroup Component Report and Principal's Report Card for the last three years.
- Summary of Findings of Survey Data and all source documents. (Teachers, Parents, Students, and Principal) May be completed online. If Parent sample size is inadequate, there must be Parent Focus Group(s).
- Summary of Findings of Interview Data and all source documents. (Principal, Counselor, and Teachers) (**Not** Optional for Schools in School Improvement)
- 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	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Extended Day Program	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
HIPPY	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH 2 Science	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH Social Studies	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
La GEAR-UP	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
LaSIP	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
LEAD TECH	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Math/Science Partnership	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-School Program (s)	<input checked="" type="checkbox"/>	<u>20</u>	<input type="checkbox"/>	<input type="checkbox"/>
School-to-Work	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
The Strategic Instruction Model (SIM)	<input type="checkbox"/>	<u>#</u>	<input type="checkbox"/>	<input type="checkbox"/>
Other: DARE	<input checked="" type="checkbox"/>	<u>15</u>	<input type="checkbox"/>	<input type="checkbox"/>
PATHS	<input checked="" type="checkbox"/>	<u>6</u>	<input type="checkbox"/>	<input type="checkbox"/>

List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above): <ul style="list-style-type: none"> <li>• Success Maker, Scantron, LA Pass, Study Island</li> </ul>
List the Distance Learning (i.e., web-based, satellite) courses provided for your students: <ul style="list-style-type: none"> <li>• N/A</li> </ul>

**SCHOOL POLICIES AND PARTNERSHIPS**

Policy	Policy #/Bulletin #	Date revised	Copy on file at school?	
Crisis Management (emergency/evacuation plan)	§ 339/741	August 2013	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	August 2013	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	September 2013	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Security Procedures (metal detectors, etc.)	§ 339/741	August 2013	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	September 2013	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Student Code of Conduct	§ 1115/741	August 2013	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Teacher Quality Strategies (plan for attracting high quality teachers)	§ 1114/Title I	September 2013	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Transition Plan for Pre-School Children	§ 1114/Title I	September 2013	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

School Partnerships (Type the name of each partner in the space provided)	
University	McNeese State University
Technical Institute	
Feeder School(s)	Reynaud Middle, Molo Magnet Middle, Oak Park Middle
Community	Foster Grandparents Program, Americorp, Partnership with Lake Charles Police, Sheriff, and Fire Departments
Business/Industry	Sudden Link; Cox, Cox, Filo, Camel & Wilson Law Firm, SWLA, South Lake Charles Kiwanis Club
Private Grants	School Garden Grant LSU Ag
Other	PEIP

**Data Triangulation – Strengths**

<b>Contributing Factors:</b> Teachers and students have access to instructional materials and a well maintained facility.	
Domain: 100 Coordinated Resources Sub domain: 110 510	
<b>Instrument(200):</b> Instructional Staff Questionnaire, Contextual Observations, Instructional Staff Focus Group, Classroom Observations	
Data Type:	Findings(500)
1. Attitudinal	1. . Teachers have access to instructional technologies (computer, video, Internet, etc.) when needed.
2. Contextual	2. Hallways are clean and free of debris.
3. Behavioral	3. Instructional staff feels that instructional resources and materials are available when needed.
<b>Contributing Factors:</b> Teachers promote a positive learning climate and students are aware of rules and expectations.	
Domain: 100 Sub domain: 110 510 Discipline/Positive Behavior	
<b>Instrument(200):</b> Student Focus Group, Contextual Observation, Classroom Observations (LCET), Student Questionnaire.	
Data Type:	Findings(500)
1. Attitudinal	1. Students had clear knowledge of discipline plan.
2. Contextual	2. Hallways have bulletin boards with academic and/or behavioral themes.
3. Behavioral	3. Observations indicate that teachers promote a positive learning climate. 4. Students state that they have been taught the expectations or rules about how to behave at school.
<b>Contributing Factors:</b> Teachers and students state that a variety of instructional strategies are used.	
Domain: 100 Sub domain: 110 510 Instructional Strategies	
<b>Instrument(200):</b> Instructional Staff Interview, Student Focus Group, Instructional Staff Focus Group, Classroom Observations.	

Data Type:	Findings(500)
1. Attitudinal	1. A variety of instructional strategies are used during instruction (Kagan, Thinking Maps, 4-Square).
2. Attitudinal	2. Students state that a variety of learning strategies make learning fun.
3. Behavioral	3. Variation in instructional strategies are used. 4. The use of student discussion was observed during classroom observations.

\*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 – Weaknesses**

<b>Contributing Factors:</b> Students display lack of motivation to learn, and negative behavior occurs frequently.	
Domain: 100 School Climate Sub domain: 110 510 Discipline/Positive Behavior	
<b>Instrument(200):</b> Student Focus Group, Instructional Staff Questionnaire, Instructional Staff Focus Group, Contextual Observation.	
Data Type: 1. Attitudinal 2. Attitudinal 3. Behavioral	Findings(500) 1. Students report that there is a lack of good behavior when substitutes are in the classroom. 2. Teachers indicate there is a lack of consistency among all faculty and administration in the implementation of the discipline procedures. 3. Instructional staff report that students are lacking in motivation to learn. 4. Feedback from positive behavior was not observed.
<b>Contributing Factors:</b> Data indicates that student instructional needs are not being met.	
Domain: 100 Curriculum, Instructional and assessment Sub domain: 110 510 Instructional strategies	
<b>Instrument(200):</b> Instructional Staff Interviews, Classroom Observations (LCET), School Report Card, LEAP	
Data Type: 1. Attitudinal 2. Behavioral 3. Cognitive	Findings(500) 1. Teachers indicated that instructional strategies should match the Grade-Level Expectations (GLEs). 2. Individual differences were not accommodated and lessons were not adjusted when appropriate. 3. There is a wide achievement gap between Whole Group and Students with Disabilities.
<b>Contributing Factors:</b> Parents, teachers and students indicated that there is a lack of support for education among parents.	
Domain: 100 Family and Community Relationships Sub domain: 110 510 Support for Education	
<b>Instrument(200):</b> Parent Questionnaire, Instructional Staff Focus Group, School Report Card, Student Questionnaire	

Data Type:	Findings(500)
1. Attitudinal	1. Parents state they do not frequently visit the school to support instructional activities.
2. Attitudinal	2. Instructional staff states that there is a lack of parental support for students' education.
3. Cognitive	3. Students indicate that parents have not visited the school for after-school activities.

\*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.	CRT DATA (LEAP/iLEAP)
2.	CRT DATA (LEAP/iLEAP)
3.	CRT DATA (LEAP/iLEAP)
4.	CRT DATA (LEAP/iLEAP)
5.	CRT DATA (LEAP/iLEAP)

**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 and students have access to instructional materials and a well maintained facility.	Instructional Staff Questionnaire, Contextual Observations, Instructional Staff Focus Group, Classroom Observations
2. Teachers promote a positive learning climate and students are aware of rules and expectations.	Student Focus Group, Contextual Observation, Classroom Observations (LCET), Student Questionnaire
3. Teachers and students state that a variety of instructional strategies are used.	Instructional Staff Interview, Student Focus Group, Instructional Staff Focus Group, Classroom Observations

## DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

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

<b>WEAKNESSES (100 characters per box)</b>	<b>DATA SOURCE/INSTRUMENT (100 characters per box)</b>
1.	Whole School (SPS) – CRT DATA – LEAP/iLEAP
2.	Whole School (SPS) – CRT DATA – LEAP/iLEAP
3.	CRT DATA
4.	CRT DATA
5.	

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

<b>CONTRIBUTING FACTORS TO THE WEAKNESSES (100 characters per box)</b>	<b>DATA SOURCE/INSTRUMENT (100 characters per box)</b>
1. Students display lack of motivation to learn, and negative behavior occurs frequently.	Student Focus Group, Instructional Staff Questionnaire, Instructional Staff Focus Group, Contextual Observation
2. Data indicates that student instructional needs are not being met.	Instructional Staff Interviews, Classroom Observations (LCET), School Report Card, LEAP
2. Parents, teachers and students indicated that there is a lack of support for education among parents.	Parent Questionnaire, Instructional Staff Focus Group, School Report Card, Student Questionnaire
3.	
4.	

*The identified weaknesses will lead to the goals. The contributing factors of the weaknesses will lead to the strategies.*

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

<b>GOAL 1</b>		By 2013-2014, all students will reach high standards, attaining proficiency or better in Reading/Language Arts.	
Louisiana Critical Goal (CG): <input checked="" type="checkbox"/> CG1 <input checked="" type="checkbox"/> CG2 <input checked="" type="checkbox"/> CG3 <input type="checkbox"/> CG4 <input type="checkbox"/> CG5 <input type="checkbox"/> CG6 <input type="checkbox"/> CG7 <input type="checkbox"/> CG8 <input type="checkbox"/> CG9			
Research-Based Strategy 1: <input checked="" type="checkbox"/> RTI <input type="checkbox"/> JEPD <input type="checkbox"/> DDD <input checked="" type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL			
Provide an explanation for not selecting one of the three recommended strategies:			
<b>Indicator of Implementation (250 Characters): Up to 6</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters): Up to 6</b>	
1.1 Universal screening and benchmark assessment		<b>1.1 Lead Teacher will monitor DIBELS Next assessment using observational checklists. Data collected will be used to determine the need for future training in DIBELS administration. Student DIBELS Next folders will be monitored each progress monitoring session by the principal, administrative intern and lead teacher to assure that all students are screened and progress monitored.</b>	
1.2 Implementation of Response to Intervention (RTI) to address students performing below benchmark and increase the percentage of students earning consecutive promotion from kindergarten through fourth grade.		<b>1.2 Administration, lead teacher, and Instructional Coach will monitor DIBELS, Scantron, STAR, Study Island, and Success maker assessments and reports using observation checklist. Data collected will be used to determine placement in tiered intervention (RTI). Progress monitoring will be conducted using resources in reading/language arts. Data from progress monitoring will determine the need for additional interventions. Reports will be generated and monitored on a weekly/bi-weekly basis. Student data will be kept in their RTI binders and monitored to assure that all students are screened and RTI implemented</b>	

<p>1.3 All instructional teachers in reading/language arts will be highly qualified and will be provided professional development opportunities in administering assessments and/or analyzing data in DIBELS Next, EAGLE, Scantron, Louisiana Pass, Study Island, Web based Success Maker 5, Star Reading, and any other research based strategies to address the needs of the students in reading/language arts. (PD, C, L)</p>		<p><b>1.3 Personnel files will be kept for instructional teachers documenting their highly qualified status through teacher certification credentials, Praxis scores, and continuous learning units (CLU's). Records of professional development will be kept which includes agendas, sign-in sheets, certificates, reports and data from research based assessments. Data will be compiled in the HCIS.</b></p>
<p><b>OBJECTIVES(150 Characters): Up to 3</b></p>		<p><b>DESIRED OUTCOMES(150 Characters):</b></p>
<p><b>1.1</b></p>	<p>Percentage of kindergarteners meeting benchmark from 38% to 80% or above by spring 2014 on DIBELS screening.                  Percentage of first graders meeting benchmark from 28% to 80% or above by spring 2014 on DIBELS screening.                  Percentage of second graders meeting benchmark from 57% to 80% or above by spring 2014 on DIBELS screening.                  To increase ELA CRT index scores:                  Grade 3 from <u>53.9</u> in 2013 to by 2014,                  Grade 4 from <u>94.6</u> in 2013 to <u>104.0</u> by 2014, and                  Grade 5 from <u>85.4</u> in 2013 to by 2014.</p>	<p>To improve proficiency in reading and responding, writing/proofreading, and information resources on iLEAP, LEAP, ITBS, Scantron, Success maker 6, and DIBELS Next assessments. Improvement in phonics, phonemic awareness, vocabulary, fluency, and comprehension in grades K- 4.                  To increase percentage of Kindergarteners Meeting Benchmark on DIBELS Screening.</p>
<p><b>1.2</b></p>	<p>To increase Whole School ELA Students with Disabilities Subgroup percent from <u>33.3</u> in 2013 to <u>40.0</u> by 2013.</p>	<p>To decrease achievement gap between regular education and special education and increase proficiency on LEAP /iLEAP /LAA2 scores.</p>
<p><b>1.3</b></p>	<p>To increase whole school proficiency in ELA indexes from <u>53.4</u> to <u>58.0</u> by 2014.</p>	<p>Compliance with the Louisiana Department of Education (LDOE) trajectory of proficiency goal in reading/language arts for 2013-2014.</p>

John J. Johnson II Elementary School Improvement Plan

Activity (1500 Characters)	Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
<p><i>Initial: All administrators, teachers, lead teacher will be provided training in administering and analyzing DIBELS Next assessment for the purpose of identifying at-risk students for initial screening and progress monitoring of all K-4 students. (PD, L,C)</i></p> <p><i>Follow Up: Monthly follow up meetings and biweekly professional learning community meetings will be held for administrators, teachers, and Lead teacher to continue training in analyzing DIBELS data and for problem-solving concerns at the school level. (PD,L,C)</i></p> <p><i>Initial screening and regular progress monitoring will be administered by teachers to all K-3 students in order to collect student performance data to identify those at-risk for academic difficulties and identify trends to determine student placement in tiered intervention.(Star Reading, Early Star Literacy) (L, C)</i></p>	<p>Principal Administrative Intern Lead Teacher Teachers Instructional Coach C &amp; I Staff</p>	<p>September 2013</p> <p>September 2013</p> <p>September 2013</p>	<p>November 2013</p> <p>May 2014</p> <p>May 2014</p>	<p>\$0</p>	<p>T1 SI</p> <p>Progress Grant</p>
<p>Classroom ELA teachers, Title I personnel will provide intensive instruction to identified at risk students. Students will be identified using data from past test scores and benchmark testing. Progress monitoring will be taken bi-weekly to continuously monitor student progress and to increase the percent of third graders earning Basic and Above on iLEAP English Language Arts Assessment. The teacher will utilize literacy strategies and a computerized reading intervention programs for instruction. Teachers will meet weekly in PLC's to discuss data. (L, C)</p>	<p>Lead Teacher Lab Manager Title I Tutor Classroom Teacher</p>	<p>September 2013</p>	<p>May 2014</p>	<p>\$0</p>	<p>T1 SI</p>

John J. Johnson II Elementary School Improvement Plan

<p><i>Teachers will utilize the Scantron Performance Achievement Series to evaluate ELA skills for students in grades 2-5. Data received will drive teacher instruction, in school and after school tutorial programs, professional learning communities and professional development.</i></p> <p><i>Follow Up: Biweekly professional learning community meetings will be held to collect and analyze data to ensure students are receiving appropriate interventions based on their individual needs. (C,L,N)</i></p>	Principal Administrative Intern Lead Teacher Instructional Strategies Teachers	September 2013(NRT) May 2014 (NRT) September 2013 (CRT) January 2014 (CRT)	May 2014	\$400.00	T1 SI
<p><i>Family Community Involvement Activity: Principal, Librarian, lead teacher and teachers will implement a Family Reading night during the school year to encourage parents and students to select and read books together. "Get Rowdy for Reading" designed to increase parental involvement and better reading habits. (L,FCI)</i></p>	Principal, Administrative Intern Librarian Lead Teacher Teachers CAI Lab Manager	October 29, 2013	October 29, 2013	\$150	T1 F1
<p>Teachers will participate in weekly PLC's focusing on feedback from implementation of instructional practices and collaboration based on school wide data sources. The groups will be guided through RTI, progress monitoring, and DI. Parental notification of student achievement will be sent home with report cards.</p>	Classroom Teachers Lead teacher Principal Admin. Intern	August 2013	May 2014	\$68,184.00	T1 S1

Summative Evaluation (250 Characters): DIBELS Next Spring end-of-year, Scantron, Success maker 5, ITBS, iLEAP and LEAP reports. Parental surveys will be conducted for overall awareness and understanding of programs offered at the school.

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

FCI-Indicates Family Community Involvement Activities  
STEM-Indicates Science, Technology, Engineering, and Mathematics Activities  
D – Indicates Discipline Support Activities

C-Indicates Curriculum Activities  
CCR-Indicates College and Career Readiness Activities

PD-Indicates Professional Development  
L-Indicates Literacy Activities

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

<b>GOAL 2</b>	<b>By 2013-2014, all students will reach high standards, attaining proficiency or better in Mathematics</b>	
Louisiana Critical Goal (CG): <input checked="" type="checkbox"/> CG1 <input checked="" type="checkbox"/> CG2 <input checked="" type="checkbox"/> CG3 <input type="checkbox"/> CG4 <input type="checkbox"/> CG5 <input type="checkbox"/> CG6 <input type="checkbox"/> CG7 <input type="checkbox"/> CG8 <input type="checkbox"/> CG9		
Research-Based Strategy 1: <input type="checkbox"/> RTI <input type="checkbox"/> JEPD <input type="checkbox"/> DDD <input checked="" type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL		
Provide an explanation for not selecting one of the three recommended strategies:		
<b>Indicator of Implementation (250 Characters): Up to 6</b>	<b>Procedures for Evaluating Indicators of Implementation (250 Characters): Up to 6</b>	
2.1 All students will be screened and monitored to identify those students performing below benchmark and increase the percentage of students earning consecutive promotion from kindergarten through fifth grade. (C,N)	2.1 <b>Teachers will administer EAGLE, Successmaker 5 Placement (PK-5), Scantron (2-5), STAR Math (K-5) Universal screener, DIBELS Math, CBM Math and other research based strategies in STEM (science , technology, engineering, and mathematics). Reports will be generated from the assessments and used to design lesson plans to address the instructional needs of the student in mathematics. <i>Administration and the lead teacher will monitor Scantron, Success Maker 5, and Fastt Math assessments and reports using observation checklist. Data collected will determine the need for future training. Student profile cards will be monitored by the Administrative Intern/Lead Teacher to ensure that all students are assessed and progress monitored. Student scantron results will be monitored and observed to determine individual interventions and strategies.</i></b>	

<p><b>2.2</b>  <b>Monthly meetings (vertical alignment) and weekly job-embedded professional learning communities (horizontal alignment) will be held by the administration, lead teacher, teachers, and interventionists to continue training in analyzing data, building common assessments, utilizing instructional resources and supplies, and best practice strategies(i.e. home to school and grade level transitions, PBIS, and RTI) for problem-solving concerns at school level to improve instruction that will lead to improved student achievement in mathematics. (PD,N,C)</b></p>	<p><b>2.2</b>  <b>Follow the guidelines of Professional Learning Communities (PLC) by addressing the four essential questions (1) What do we want all students to learn? (2) How will we know they have learned it? (3) How Will we respond when learning has occurred? (4) How will we respond when learning has already occurred? Records of PLC will be kept which includes agendas, sign-in sheets, student work, lesson plans, common assessments, data analysis and intervention pyramids.</b></p>
<p><b>2.3</b>  <b>Instruction that incorporates problem based learning, constructed response and curriculum by project through challenging and multi-disciplinary learning task. (C, STEM)</b></p>	<p><b>2.3</b>  <b>Evaluation methods will be observations by administrators, checklists, lesson plans, quality binders with samples of student work.</b></p>
<p><b>OBJECTIVES(150 Characters): Up to 3</b>   <b>DESIRED OUTCOMES(150 Characters):</b></p>	
<p><b>2.1</b></p>	<p>To increase Mathematics CRT index scores:          Grade 3 from <u>59.2</u> in 2013 to by 2014,          Grade 4 from <u>89.3</u> in 2013 to by 2014, and          Grade 5 from <u>64.6</u> in 2013 to by 2014.</p> <p>To improve math analytical skills and testing proficiency on iLEAP and LEAP assessments. To increase Math proficiency by increasing numeracy and problem solving skills across the curriculum.</p>



<p><b>2.2</b></p>	<p>To increase Whole School Mathematics Students with Disabilities Subgroup percent from <u>41.7</u> in 2013 to <u>47.5</u> by 2014.</p>	<p>To improve math proficiency on LAA1, LAA2, LEAP and iLEAP assessments.</p>				
<p><b>Activity (1500 Characters)</b></p>		<p><b>Responsible Person (100 Characters)</b></p>	<p><b>Start Date</b></p>	<p><b>Completion Date</b></p>	<p><b>Estimated Cost</b></p>	<p><b>Funding Source</b></p>
<p><i>Initial: All administrators, teachers, para-educators, and tutors will be provided training in administering and analyzing Scantron, Web based Success Maker 5, DIBELS Math, Study Island and Fastt Math for the purpose of identifying at risk students for response to intervention (RTI) in math. (PD,N,C)</i></p> <p><i>Implementation: Teachers will use placement assessment and scantron data to determine those students with low fluency in foundational math skills. Teachers will set up individual tasks from placement assessment. (C,N)</i></p> <p><i>Follow Up: During weekly professional learning community meetings teachers will collaborate and discuss data collected from placement assessments to determine separate instructional paths for individual students. (C)</i></p> <p><i>Teachers will utilize the data to evaluate math skills in Kindergarten through Fifth grade(s). Data will drive teacher instruction during the normal school hours, as well as, after school, and enrichment programs.</i></p> <p>The math teachers and Title 1 Lab manager will utilize Success Maker 5 a computer based program to remediate students in their specific areas of weakness as well as using numeracy strategies and problem-solving skills throughout the classroom. Parent notification is done through progress reports, 9 weeks report cards, and scheduled parent conferences.</p>		<p>Principal, Administrative Intern, Lead Teacher, Elementary Consultants, Teachers, Title I Lab Manager</p>	<p>September 2013  November 2013  January 2014</p>	<p>May 2014</p>	<p>\$2822</p>	<p>T1 SI</p>

John J. Johnson II Elementary School Improvement Plan

<p><i>Initial: Beginning September 2013 the whole faculty will receive technology training to extend their technology skills and knowledge of best practices of implementation in the classroom to enhance student achievement.(PD, STEM)</i></p> <p><i>Implementation: Teachers will incorporate various technology techniques into their weekly lessons and provide documentation in the lesson plans. The lesson plans will be monitored weekly by the Lead teacher, Administrative Intern and Principal.(STEM)</i></p> <p><i>Follow Up: All teachers, para educators, and tutors will be provided with additional technology training opportunities such as TNT,LACUE, promethean, use of MP3players, Acti-votes, Activ-expressions, netbooks, FLIP videos, digital cameras to enhance student achievement in Math. (PD,C,N)</i></p>	<p>Principal, Admin. Intern, Lead Teachers, CPSB Technology Department Instructional Coach</p>	<p>September , 2013 October 2013 November 2013 December 2013</p>	<p>April 2014</p>	<p>\$300</p>	<p>T1 SI  TIF (Progress) Grant</p>
<p>Job embedded professional development will focus on teachers creating performance based assessments that are connected to curriculum and instruction. Integration of the CCSS will be utilized and supplies bought for implementation of literacy and numeracy across the curriculum. Teachers will meet weekly to discuss student work in PLCs. Parents will be invited to view student work and quality binders through student led conferences. Other professional development opportunities will be provided to teachers to assist with the integration of CCSS/Compass. (PD, L, N, C)</p>	<p>Principal, Lead Teacher, C&amp;I Staff, Instructional Coach, Progress Staff</p>	<p>August 2013</p>	<p>May 2014</p>	<p>\$</p>	<p>T1 SI</p>

John J. Johnson II Elementary School Improvement Plan

<i>Family Community Involvement Activity: Family Math Night designed to increase student achievement, parent awareness of their role in learning and community relations. Parents and students will participate in teacher directed activities in Math. An agenda, documentation of participants and evaluations will be given after each session to assess the impact of the activity and to provide suggestions for improvement. (FCI,N)</i>	Principal, Administrative Intern, Lead Teacher, Teachers, Instructional Coach	March 2014	March 2014	\$150.00	T1 F1
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**Summative Evaluation (250 Characters):**  
**3<sup>rd</sup> & 5<sup>th</sup> Grade iLEAP and 4<sup>th</sup> Grade LEAP index scores, Spring Scantron Performance series test and Success Maker5 report. Parent surveys will be conducted to determine the overall success of programs.**

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

FCI-Indicates Family Community Involvement Activities

STEM-Indicates Science, Technology, Engineering, and Mathematics Activities

D – Indicates Discipline Support Activities

C-Indicates Curriculum Activities

CCR-Indicates College and Career Readiness Activities

PD-Indicates Professional Development

L-Indicates Literacy Activities

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

<b>GOAL 3</b>	<b>By 2013-2014 all students will reach high standards, attaining proficiency or better, in Science, Math and Reading/Language Arts.</b>	
Louisiana Critical Goal (CG): <input checked="" type="checkbox"/> CG1 <input checked="" type="checkbox"/> CG2 <input checked="" type="checkbox"/> CG3 <input type="checkbox"/> CG4 <input type="checkbox"/> CG5 <input type="checkbox"/> CG6 <input type="checkbox"/> CG7 <input type="checkbox"/> CG8 <input type="checkbox"/> CG9		
Research-Based Strategy 1: <input type="checkbox"/> RTI <input type="checkbox"/> JEPD <input type="checkbox"/> DDD <input checked="" type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL		
Provide an explanation for not selecting one of the three recommended strategies:		
<b>Indicator of Implementation (250 Characters): Up to 6</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters): Up to 6</b>
3.1 Level of Implementation Assessment Program		<b>3.1</b> <i>The Principal, Assistant Principal, and Lead Teachers will monitor level of implementation using walk through observational tools and data analysis tools. Data collected will be used to determine the need for future Professional development.</i>
3.2 Implementation of Common Core State Standards		<b>3.2</b> <b>Administration, the Lead teacher, and Instructional coach will monitor the implementation through classroom observations, Walk-Throughs, and Compass Evaluations. Lesson Plans will be posted to BlackBoard and monitored for rigor and standards.</b>
3.3		<b>3.3</b>
<b>OBJECTIVES(150 Characters): Up to 3</b>		<b>DESIRED OUTCOMES(150 Characters):</b>
<b>3.1</b>	To increase instructional strategies that will impact student growth.	To increase the number of students proficient in Science, ELA/Math skills on LEAP/iLEAP

3.2	To increase on-going focused staff development that will lead to the increase in the number of students proficient in Science, Math and Reading/Language arts.	To decrease achievement gap between regular education and special education and increase proficiency on LEAP and iLEAP scores.				
Activity (1500 Characters)		Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
<p><i>Initial: School administrators, leadership team, C&amp;I , curriculum consultants will provide initial training to regular and special education teachers, paraprofessionals and tutors in Differentiated Instruction, Common Core State Standards, Common Formative Assessments and Professional Learning Communities.(PD)</i></p> <p><i>Implementation: The Leadership team will collaborate to develop an action plan to implement Differentiated Instruction. Implementation of all four phases/strategies designed for continuous school improvement and academic achievement.</i></p> <p><i>Follow Up: Teachers will follow up with ongoing Professional Learning Community Meetings. They will meet bi-weekly share ideas, resources, analyze student data and discuss the implementation of strategies and best practices that enhance student achievement in ELA and Math.</i></p>		Principal, Administrative Intern, Lead Teacher, C & I, Instructional Coach	August ,2013  September 2013  October 2013	May 2014	\$0	T1 SI

<p><i>All Classroom teachers will provide Response to Intervention (RTI) and Differentiated Instruction (DI) to all students. RTI will include Project Read, DIBELS Intervention, PBIS, My Sidewalks, Study Island, small group and the CAI lab equip with Success Maker 5. (C,N)</i></p> <p><i>Teachers will address the needs of all students in reading/language arts, math and other content areas by using innovative teaching strategies and various types of teaching materials and supplies. (C,N,L)</i></p> <p><i>The Lead Teacher and Instructional Coach will model research based strategies for classroom teachers or students which will be done in Professional Learning Community Meetings and in the classroom as needed or requested by the classroom teacher. The purpose is for all teachers to effectively implement strategies in the classroom that will improve student achievement. (Example of strategies: Four Squares(Math/Writing), RAP(Math Constructed Response), Cooperative Grouping, Test Taking Strategies, , My Side Walks, DI, Questioning Answer Response- QAR(Reading Comprehension), UNRAAVEL (C,L)</i></p>	<p>Principal Administrative Intern Lead Teacher Lab Manager (Title I tutor) Regular/Special Education Teachers</p> <p>Lead Teacher C &amp; I Staff Instructional Coach</p>	<p>October 2013</p>	<p>May 2014</p>	<p>\$0</p> <p>\$0</p>	<p>T1 SI</p> <p>TIF (Progress) Grant</p>
<p><i>After School Tutoring</i> <i>Teachers will remediate students who have scored below the 40<sup>th</sup> percentile on standardized tests (iLEAP and LEAP) and/or performing below grade level. Students in grades 3-5 will participate in weekly in house tutorial remediation programs focusing on content skills to improve academic performance in ELA/Math. (C,L,N)</i></p> <p><i>Teachers will remediate students who have scored below the 40<sup>th</sup> percentile on standardized tests (ITBS) and/or performing below grade level for students in 1<sup>st</sup> and 2<sup>nd</sup> grade focusing on areas of refinement resulting from Scantron tests and DIBELS.</i></p>	<p>Principal, Administrative Intern, Lead Teacher, Counselor, Teachers, Instructional Coach, Americorp Workers</p>	<p>September 2013</p> <p>May 2014</p>	<p>March 2014</p>	<p>\$15,000.00</p> <p>820.00</p>	<p>T1 SI</p>

<p><i>Family Community Involvement Activity: Family Focus Sessions, four times a year during the 2013-2014: Parents of all students PreK-5<sup>th</sup> will be invited to participate in Family Focus Sessions. The purpose of the sessions will be to address parental concerns about academics, test taking strategies, child development, Positive Behavior Intervention Support and improving student performance in school. The National Networking of Partnership for Schools and the Supporting School Success Committee will also plan monthly family involvement activities. Each month parents will be provided a calendar of upcoming events and an academic focus for the month. School Messenger, marquee, and Blackboard will be used to inform parents of the activity. This will provide opportunities for parents to become involved, invested, and “partnered” with the school. (F,C,I,D)</i></p> <p><i>The school will provide each student with a school planner to organize homework and to inform parents of important dates, resources and upcoming events. The planners will be used as a communication tool between home and school. Parents will sign the planner daily. Every Wednesday graded papers and important papers will go home in a red Teacher/Parent Communicator folder. Teachers will provide each child with a Quality binder to be used as a portfolio assessment tool. The binder will track attendance, behavior, A/R and self assessment activities. (D)</i></p>	<p>Principal, ATP committee, Family Focus Leaders, Teacher Principal, Teachers</p>	<p>October 2013 December 2013 January 2014 February 2014 March 2014</p> <p>August 2013</p>	<p>May 2014</p> <p>May 2014</p>	<p>\$1100.00</p>	<p>T1 F1</p> <p>T1</p>
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Summative Evaluation (250 Characters): DIBELS end of Year (K-3), ITBS (1<sup>st</sup> & 2<sup>nd</sup> Grade), Kindergarten Exit exam, End of Year DSC (Pre-K), LEAP ELA/Math index score (4<sup>th</sup> Grade), iLEAP ELA/Math index score (3<sup>rd</sup> & 5<sup>th</sup> grade)

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

FCI-Indicates Family Community Involvement Activities

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**Calcasieu Parish School System**  
**Plan for Attracting High Quality Teachers**  
**School Policies and Partnerships**  
**(As per Title I – 1114)**

Appendix A

**School Name:** John J. Johnson Elementary **Year:** 2013-2014

**Calcasieu Parish School System employs numerous strategies to recruit & retain Highly Qualified Teachers. Efforts are coordinated between district & school. Schools may follow the district plan with flexibility to offer additional school specific strategies.**

- Human Resource Department attends University Job Fairs across the state & regionally to recruit Highly Qualified teachers for CPSS.
- HR supervisors consult individually with new teachers to determine HQ status and if needed develop a plan for becoming Highly Qualified.
- CPSB provides a comprehensive New Teacher Induction Program for beginning teachers and teachers new to the district.
- CPSB has a New Teacher Academy for Transition into Teaching New Teachers and for Title 1 New Teachers.
  - Incentives each year for 3 yr commitment. (Yr. 1: lap top & printer, Yr. 2 & 3: \$ incentive equal to laptop /printer)
  - Stipend for after school PD
  - Instructional coach to mentor on site and/or e-mail, phone communication
- Tuition Reimbursement (Proportional amount) for teachers working on certification.
- Tuition Reimbursement (Proportional amount) for paras in Title 1 schools working on regular education certification and paras in all schools working on special education certification.
- Ongoing support form District staff: Curriculum and Instruction, Federal Programs, Quality Team, Human Resource Department, Risk Management, Child Welfare & Attendance, Grant Department, Technology Department, etc.
- High quality PD is provided by the District office as well as school specific all based on current needs assessment. Stipends and/ or subs are funded.
- Technology Department provides numerous opportunities for PD on line free of charge. Pending the funding, stipends may be offered for participation.
- Teachers have 24 hour access to Teacher Access Center (TAC) from home or school to online grading.
- SHARE online magazine that highlights the successes of district, schools, staff, and students.
- Title I Schools have schoolwide budgets to supplement district initiatives. Funding allows schools to meet specific needs to increase student achievement.



**Addendum B**

**Transition Plan for Early Childhood Children Entering Elementary School Programs**

School John J. Johnson Elementary  
 Transition Team Leader Janice Bradley  
 Date September

Principal Tiffany Washington  
 SIT Leader Hannelore Brown

Transition Team Members:

Pamela Clement  
Gloria Garrick  
Hannelore Brown  
Ethel Thibodeaux

School Improvement Team Members:

Angela Lewis  
Barbara Batiste  
Cathy Cook  
Lena Klein  
Malinda Stevens  
Stacey Simien

Activity	Person/s Responsible	Timeline	Disposition/Evaluation/Commentary
<p><b>I. Action:</b> Data review  <b>Purpose:</b> To determine performance levels in core subjects and assign tentative placement of each student for the entry level year.  <b>Target Audience:</b> Early childhood teachers, elementary teachers, school adm., central office representative</p>	<p>Early childhood representative and elementary school representative.</p>	<p>May 13 through August 14</p>	<ol style="list-style-type: none"> <li>1. All cognitive assessment data instruments.</li> <li>2. Health care summary</li> <li>3. Progress reports</li> <li>4. Cumulative data</li> <li>5. Meeting survey for evaluation purposes</li> <li>6. Feedback to all stakeholders</li> <li>7. Implementation of changes based on the survey data.</li> </ol>
Activity	Person/s Responsible	Timeline	Disposition/Evaluation/Commentary

<p><b>II. Action:</b> Parent transition information meeting.  <b>Purpose/s:</b>          1. To include parents in the transition process.          2. To inform parents of the curriculum standards requirements for the new grade          3. To present parents with the placement recommendations for their child          4. To introduce parents to the projected new teacher.          5. To provide and review the transition packet for the new grade with parents.          6. To inform parents of the parent involvement contracts and policies.          7. To present parents with a copy of <i>The Parents Right to Know</i> USDE.  <b>Target Audience:</b> parents and critical others of early childhood students.</p>	<p>Principal, Transition Team Lead, and School's Lead Teacher</p>	<p>August 2013</p>	<ol style="list-style-type: none"> <li>1. Letters to parents with notice of intent to comply with No Child Left Behind transition plan requirements.</li> <li>2. Follow-up to letters by telephone School Messenger Service.</li> <li>3. Transition packet signature of receipt.</li> </ol>
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Activity	Person/s Responsible	Timeline	Disposition/Evaluation/Commentary
<p><b>III. Action:</b> Transition Plan Follow-through – Implementing the Curriculum            1. Develop curriculum maps for each course to show:</p>	<p>Teacher Teams along with the School Improvement Team</p>	<p>August – 2013            September 2013 of the new year</p>	<p>School Improvement Plan Crosswalk guidance, Louisiana Department of Education, §7.</p>

<p>a. When and how often each GLE is addressed</p> <p>b. When each unit will be taught within the year</p> <p>c. How each unit will be assessed</p> <p>2. Organize cross-content and/or cross-grade level teams to review content gaps and overlaps and to consider ways to integrate curriculum.</p> <p>3. Record individual student assessment scores for each unit.</p> <p>4. Collaborate on the development and review of lesson plans.</p> <p>5. Ensure the unique needs of diverse learners are met through the planning, implementation, and assessment of lessons.</p> <p>6. Evaluate activities that will be used to replace activities in the <i>Louisiana Comprehensive Curriculum</i>.</p> <p>7. Include activities on the <i>Strategy Planning Worksheet</i>.</p>			
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**ONE-YEAR ACTION PLAN**  
**SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS**

<b>School: John J. Johnson Elementary</b>				<b>School Year: 2013-2014</b>			
<b>GOAL 1-- ACADEMIC:</b> (Select ONE curricular goal for students, such as improving reading, math, writing, science, or other skills that the school will address in the next school year.) To increase math scores at least 15%.							
<b>Desired result(s) for THIS goal: To promote higher expectations in Math</b>					<b>How will you measure the result(s)?</b> <b>Scantron, LEAP, iLEAP, Success Maker</b>		
<i>Organize and schedule the family and community involvement activities to support THIS goal.</i>							
DATES OF ACTIVITIES	GRADE LEVEL(S)			WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING	Estimated Cost	Funding Source
Parent Meetings (3 options)  PBIS, Expectations,& Rubrics	1, 2, & 4	Sept. 6, 2013	Pre-K-5th	Evaluate Test Scores Identify Areas of Weakness Develop Expectations Design Rubric Provide Incentives	PBIS Team Lead Teacher Classroom Teachers Administrators	\$0	FI
Family Math Night	1,4, & 6	Mar. 14, 2014	PreK-5th	Develop Age Appropriate Activities Parent Survey for Volunteers Teacher Input	PreK-1 Teachers Lead Teacher Math Teachers Instructional Coach	\$150.00	FI
Technology Family Night	1, 4,& 6	Jan. 2014	2-5	Develop Age Activities Parent Survey Teacher Input	2-5 Teachers Lead Teachers CAI Lab Manager	\$100.00	F1
<b>Any extra funds, supplies, or resources needed for these activities?</b>							

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## ONE-YEAR ACTION PLAN SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

<b>School: John J. Johnson Elementary</b>				<b>School Year: 2013-2014</b>			
<b>GOAL 2--ACADEMIC:</b> (Select ANOTHER curricular goal for students, such as improving reading, math, writing, science, or other skills that the school will address in the next school year.) To increase ELA scores at least 15%.							
<b>Desired result(s) for THIS goal: To promote higher expectations in Reading.</b>					<b>How will you measure the result(s)?</b> Scantron, LEAP, iLEAP, Success Maker		
<i>Organize and schedule the family and community involvement activities to support THIS goal.</i>							
ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATES OF ACTIVITIES	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING	Estimated Cost	Funding Source
Parenting Meeting (3 options)  PBIS, Expectations, Rubrics, & AR	1, 2, & 4	Sept. 6, 2013 Oct. 2013 Dec. 2013	PreK-5	Organize Parent Meeting Set Dates Contact Media Structure PBIS Plan Design & Post Visuals	PBIS Team Classroom Teacher Administrators	<b>0</b>	
Family Reading Night Harvest Festival – Fall	1,2,3, 5, & 6	Oct. 29, 13	Prek-5	Contact McNeese – Aug. 2013 Send out Flyers – Oct. 13 Organize & Decorate – Oct. 13	Enrichment Teachers Classroom Teachers Lead Teacher Instructional Coach	\$150.00	FI
Poetry Festival	2,4,5, & 6	Feb. 2014	3-5	Inform Parents – Jan. 14 Assign Poems – Jan. 14 Invite Community Organize & Decorate	Fifth Grade Teacher Lead Teacher Enrichment Teachers	\$100	FI
<b>Any extra funds, supplies, or resources needed for these activities?</b>							

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**ONE-YEAR ACTION PLAN**  
**SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS**

**School: John J. Johnson Elementary** | **School Year: 2013-2014**

**GOAL 3--BEHAVIORAL:** (Select ONE goal for students, such as improving behavior, attendance, respect for others, safety, or another quality that requires improvement in the next school year.)

**To increase high expectation in all academics resulting from improved behavior**

**Desired result(s) for THIS goal: To decrease office referrals and increase student accountability.** | **How will you measure the result(s): WebPams**

*Organize and schedule the family and community involvement activities to support THIS goal.*

ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATES OF ACTIVITIES	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING	Estimated Cost	Funding Source
Fully implement PBIS to motivate positive behavior.	2	Aug.13– May 2014 Each 9 Weeks	PreK-5	Meet with PBS team Re-print Behavior Poster Revise Plan as needed Organize Incentive Plan Collect Incentives	Washington PBIS Team Grade Level Teachers	<b>\$400</b>	Student activity
Re-activate PTO to encourage broader parental support and participation.	5	Sept. 13/Jan. 14	PreK-5	Recruit Room Mothers/Fathers Initial Room Parent Meeting PTO Membership Drive Set Goals/Evaluate	Simien PTO Team Parent Team	<b>\$200</b>	
Career Day			4 <sup>th</sup> & 5 <sup>th</sup>	Meet with grade level teachers Set a day and time Invite different professionals Contact community agencies and partners	Grade Level Counselor Coach Williams Rideaux Brinkley		
Health Fair/Red Ribbon Drug Awareness Week		Oct. 25, 2013	Pre K- 5th				

**Any extra funds, supplies, or resources needed for these activities?**

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## ONE-YEAR ACTION PLAN

### SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

<b>School:</b> John J. Johnson Elementary School				<b>School Year:</b> 2013-2014			
<b>GOAL 4--CLIMATE OF PARTNERSHIP:</b> (Required goal.) Identify ALL OTHER family and community partnership activities for the six types of involvement that the school will conduct to create a welcoming school environment, not covered in GOALS 1, 2, and 3. Check <i>Starting Points</i> for activities that will help create a climate of partnership in the next school year: <i>Strengthen the six types of family and community involvement.</i>							
<b>Desired result(s) for THIS goal:</b> To increase community involvement in school activities					<b>How will you measure the result(s)?</b> Data collect from sign-in sheets.		
<i>Organize and schedule the family and community involvement activities to support THIS goal.</i>							
ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATES OF ACTIVITIES	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING	Estimated Cost	Fundin g Source
Partner In Education Meeting	1, 4, 6	Sept. 13 – May 2014		Plan and organize	Washington Simien Jackson Rideaux Clement		
Display School Highlights and Calendar of events in businesses throughout the community.		Aug. 13/May 14		Gather and collect highlights Create Flyers Solicit Business support	Jackson Publicity Committee		
Muffins for Mom		Dec. 2013		Create Flyers <b>Solicit Business support</b>	Washington Simien Reed		
Donuts for Dad		Jan. 2014		Create Flyers <b>Solicit Business support</b>	Washington Simien Reed		
<b>Any extra funds, supplies, or resources needed for these activities?</b>							