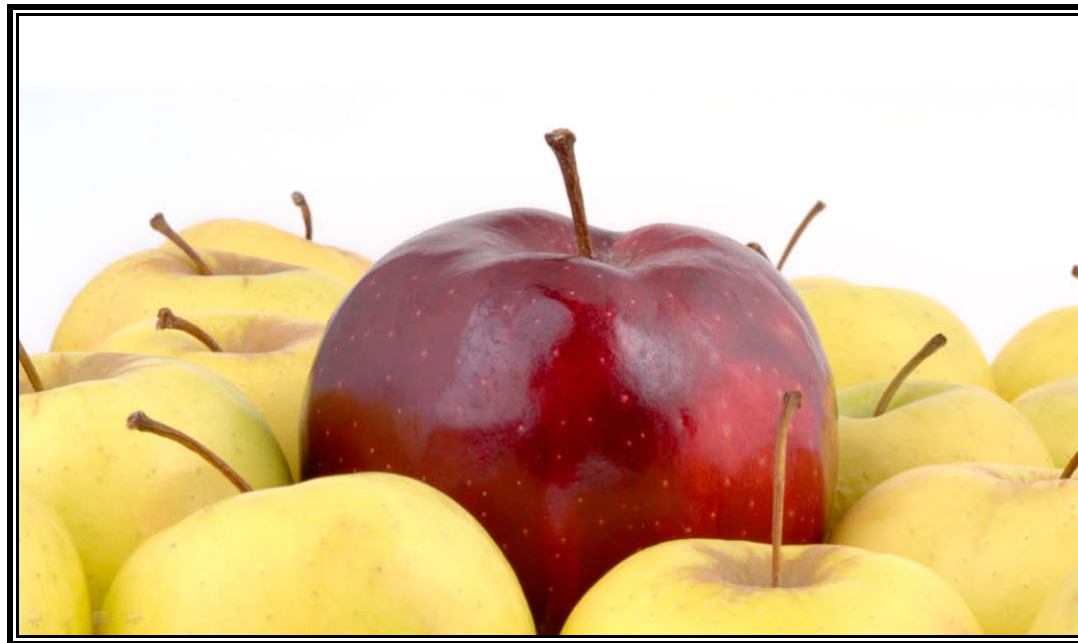


Strategic Planning Worksheet
for District and School Improvement
2010 - 2011

Ascension Parish School System



Strategic Planning Worksheet for District and School Improvement

Ascension Parish School System

Steps for Effective Learning Professional Development Model for Ascension Parish

Step 1	Step 2	Step 3	Step 4	Step 5
Identify problem or need	Obtain new teacher learning aligned to student need and formatted for classroom application	Develop new teacher learning with support <i>in the classroom</i>	Apply new teacher learning to the classroom	Evaluate the impact on student performance
Evidence of need (using data) is clear, specific, high quality and measurable and addresses student content learning with links to teacher strategies and the rubric in student outcomes	Using credible sources Proven application showing student growth	Development through demonstration, modeling, practice, team teaching, and peer coaching with subsequent analysis of student work	Evidenced through observation, peer coaching, and self reflection applied to student work as a formative assessment	Evidence includes student assessment (data) aligned with data analysis and the new teaching strategies

District and School Strategic Planning Worksheet

Scientifically Based Research

Goal 1: To increase student achievement as measured by iLEAP, LEAP and GEE so that the District Performance Score (DPS) is at least 120 by the 2013-2014 school year.

Objective 1: To increase DPS from 105.9 to 109.5 with DPS release in Spring 2010.

Scientifically Based Research Strategy: (Derived from the contributing factors) –
Deep Curriculum Alignment/Alignment of rigorous curriculum, assessment and instruction

Bibliographic Notation:

Daggett, Willard R. (2005), *Achieving Excellence through Rigor and Relevance*, International Center for Leadership in Education
Gorin, J., & Blanchard, J. (2004). *The effect of curriculum alignment on reading*. Unpublished doctoral dissertation, Arizona State University.
Glatthorn, A.A. (1994). *Developing a quality curriculum*. Alexandria, VA: Association of Supervision and Curriculum Development.
Willingham, Daniel T., (2007). *Critical Thinking: Why Is It So Hard to Teach?* American Educator, 8-19.

Brief Summary of Research:

English (1992) considers curriculum alignment a process that improves the agreement between the written, the taught, and the tested curriculum. Many researchers support the idea that alignment of instruction and assessment is crucial to success in improving instruction (Gorin & Blanchard, 2004; Liebling, 1997; Johnson & Asera, 1999; Mitchell, 1998). Most states, including Louisiana, have mandated standards-based and high stakes tests. Therefore, the question is not “Should we align curriculum, instruction and assessment?” Rather the question is “How can we make the alignment process teacher-directed and teacher-friendly?” (Glatthorn, 1999).
Rightly or wrongly, the No Child Left Behind law has accelerated the importance of curriculum alignment. The large number of descriptive and comparative studies and the long-term studies underway tend to favor alignment as a positive influence on achievement. While the research is young in One-to-One initiatives, there are promising results as evidenced though some reports such as, “Change Takes Time: The Promise of Ubiquitous Computing in Schools: A Report of a Four-Year Evaluation of the Laptop Initiative at Athens Academy,” 2004, p. 43 <http://lpsl.coe.uga.edu/Projects/Aalaptop/>

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

At the district level, activities/strategies outlined in the DIP have to be considerate of all school populations/configurations. Deep Curriculum Alignment best addresses the needs of all learners and allows teachers to better prepare students at every ability level for high stakes testing.

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

Deep Curriculum Alignment addresses the unique needs of the district’s subgroups, as well as, aids in decreasing the disparity between the academic performances of each subgroup by aligning content, big picture, guiding questions, APCC activities, GLE’s, and assessments.

District and School Strategic Planning Worksheet

Goal 1: To increase student achievement as measured by iLEAP, LEAP and GEE so that the District Performance Score (DPS) is at least 120 by the 2013-2014 school year.		
Objective 1: To increase DPS from 105.9 to 109.5 with DPS release in Fall 2010.		
Objective Obtainment for Previous Year: Yes Target: 104.0 Actual Score: 105.9 Gain from Previous Score: +6.1 (99.8 in Fall 2009)		
Step 1 – Identify Activity(ies)	Step 5 - Measurement	Results
Curriculum, Instruction, & Assessment (complete Step 1 & 5)		
<p>Who: District Instructional Leaders</p> <p>Focus: Assist administrators and teachers in the implementation of quarterly district benchmark assessments for formative and summative purposes in the tested curricula in grades 3-12 with a focus on vertical alignment across all content utilizing ASPIRE software.</p>	<p>Common summative assessments constructed and evaluated using a district review checklist during the 2010-11 school year.</p> <p>Analysis of questions and the use of performance levels at each school and at the district level.</p>	
<p>Who: District Instructional Leaders</p> <p>Focus: Assist administrators and teachers in the creation and implementation of classroom and departmental/grade level common assessments (K-12) with a focus on vertical alignment across all content utilizing ASPIRE software.</p>	<p>Common assessments constructed and evaluated using a school-created checklists during the 2010-11 school year.</p>	
<p>Who: District Instructional Leaders</p> <p>Focus: Assist and guide administrators and teachers to continue alignment of big picture, guiding questions, grade level expectations, APCC activities and assessments.</p>	<p>Higher percentage of students will be successful on the advanced and mastery level questions. Percent proficient will increase district-wide.</p>	

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<p>Who: District Instructional Leaders</p> <p>Focus: Identify cadres of teachers to expand the One-to-One student to computer initiative for the district.</p>	<p>State test scores of students participating in One-to-One computer initiative compared to all other students in the district</p>	
<p>District/School Culture & Cultural Supports (complete Step 1 & 5)</p>		
<p>Who: District Instructional Leaders</p> <p>Focus: Continue to develop instructional leadership capacity of administrators and teacher leaders through quarterly instructional leadership professional development opportunities focused on assessment, critical thinking, differentiation, and appropriate design.</p>	<p>District Administrative Leadership Matrix, Degree of Implementation of School Improvement Plan, walkthroughs</p>	
<p>Who: District Instructional Leaders</p> <p>Focus: Continue to build a collaborative culture throughout the district which would include:</p> <ul style="list-style-type: none"> • Identify a cadre of teachers and instructional coaches on each campus • Continue peer observations and reflective dialogue of modeled best practices • Collaborate on how to include effective use of technology into instruction to meet student needs • Openly share student works samples and assessment data to develop a safe, transparent culture supporting instructional needs of the teachers 	<p>Data from district walkthroughs, teacher coach meeting logs, cultural survey</p>	
<p>Who: District Instructional Leaders and Title I Office</p> <p>Focus: Expand Parent Expo for Ascension Parish to increase parental involvement and support for school-level administrators to provide parent education and involvement activities focusing on literacy strategies, assessment, numeracy, rigor, instructional practices, and technology integration</p>	<p>Program evaluations by the district, participating schools and parents through sign-in sheets, feedback forms, and parental surveys</p>	

District and School Strategic Planning Worksheet

Professional Development for Instructional Focus (complete Steps 1 thru 5)					
Step 1	Step 2	Step 3	Step 4	Step 5	Results
<p>Who: District Instructional Leaders</p> <p>Focus: Provide professional development for teachers to analyze cognitive student data to guide instruction</p>	<p>School Improvement Department in conjunction with Instructional Directors and Supervisors will utilize quarterly Instructional Leadership Meetings, Primary Cluster Meetings, and Principal's Breakout Sessions to obtain, develop, and apply new learning.</p>			<p>Data from district walkthroughs, analysis of common assessments, benchmarks exams and state testing</p>	
<p>Who: District Instructional Leaders</p> <p>Focus: Provide professional development for teachers to effectively utilize the One to One computer initiative</p>	<p>School Improvement Department (Instructional Technology Coordinators/Instructional Coaches) will work with teachers to obtain, develop, and apply new learning in the following areas:</p> <ul style="list-style-type: none"> • Instruct teachers on how to effectively integrate technology into the APCC • Develop lesson plans integrating technology • Implement lessons that effectively integrate technology 			<p>Analysis of classroom activities, assessments, benchmark assessments and state testing</p>	

District and School Strategic Planning Worksheet

Scientifically Based Research

Goal 1: To increase student achievement as measured by iLEAP, LEAP and GEE so that the District Performance Score (DPS) is at least 120 by the 2013-2014 school year.

Objective 2: To improve the percent proficient in each subgroup to meet or exceed the state targets for ELA (68.4) and Math (65.2) and to raise overall percent proficient as follows, by Spring 2011: Elementary ELA from 70.7 to 76.6, Elementary Math from 70.3 to 76.3; Middle ELA from 70.0 to 76.0, Middle Math from 77.7 to 82.7; High School ELA from 73.0 to 79.0, High School Math from 79.0 to 83.0

Scientifically Based Research Strategy: (Derived from the contributing factors) –
Response to Intervention (RTI)/Job-Embedded Professional Development

Bibliographic Notation:

Fuchs, Douglas, Fuchs, Lynn. (Sept/Oct 2001). Responsiveness –to-Intervention: A Blueprint for Practitioners, Policymakers, and Parents. Teaching Exceptional Children, 57 – 61.

Gresham, Frank Responsiveness to Intervention: an Alternative Approach to the Identification of Learning Disabilities. University of California, Riverside.

Brief Summary of Research:

Responsiveness to Intervention can be defined as the change in behavior or performance as a function of an intervention (Gresham, 1991). The Individuals With Disabilities Education Improvement Act of 2004 (IDEA; P.L. 108-446) encourages educators to use Response-To-Intervention (RTI) as a substitute for, or supplement to, the Discrepancy Model to identify students with learning disabilities (LD). Although there is no universal RTI model, it is generally understood to include multiple tiers that provide a sequence of programs and services for students showing academic difficulties. Tier one provides high-quality instruction and behavioral supports in general education, tier two provides more specialized instruction for students whose performance and rate of progress lag behind classroom peers, and tier three provides comprehensive evaluation by a multidisciplinary team to determine if the student has a disability and is eligible for special education and related services.

Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs? RTI is a research based strategy that has been used nation-wide for students with similar skill sets to those found in the Ascension Parish School System. The multi tiered approach provides a sequence of programs and services for students showing academic difficulties, as well as, behavioral difficulties.

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: All learners benefit from a more prescribed program of study. This strategy is not specific to one subgroup.

District and School Strategic Planning Worksheet

Goal 1: To increase student achievement as measured by iLEAP, LEAP and GEE so that the District Performance Score (DPS) is at least 120 by the 2013-2014 school year.

Objective 2: To improve the percent proficient in each subgroup to meet or exceed the state targets for ELA (68.4) and Math (65.2) and to raise overall percent proficient as follows, by Spring 2011: Elementary ELA from 70.7 to 76.6, Elementary Math from 70.3 to 76.3; Middle ELA from 70.0 to 76.0, Middle Math from 77.7 to 82.7; High School ELA from 73.0 to 79.0, High School Math from 79.0 to 83.0

Objective Obtainment for Previous Year: Yes, in HS ELA **Target:** 70.0 **Actual Score:** 73.0 **Gain from Previous Score:** Exceeded target by +3.0 (66.0 in 2009) with a gain of +7.0; Middle ELA and High Math were 1 pt. away from reaching target; Middle Math was 0.3 from target

Step 1 – Identify Activity(ies)	Step 5 - Measurement	Results
Curriculum, Instruction, & Assessment (complete Step 1 & 5)		
<p>Who: District Instructional Leaders</p> <p>Focus: Refine and expand the focused RTI plan for numeracy and literacy in grades Pre-K-5. Including creating a plan for numeracy and creating school teams to begin training in the process.</p>	A RTI plan is developed school teams are chosen Progress monitoring is on-going	
<p>Who: District Instructional Leaders</p> <p>Focus: Develop and implement a focused RTI plan for numeracy and literacy in grades 6-12. Including creating a plan and creating school teams to begin training in the process.</p> <ul style="list-style-type: none"> • Three Tier approach to reading instruction • Definition of an intervention • Need for intervention • Implementation of intervention • Monitoring during intervention 	A RTI plan is developed school teams are chosen Progress monitoring is on-going	
District/School Culture & Cultural Supports (complete Step 1 & 5)		
<p>Who: District Instructional Leaders</p> <p>Focus: Use real student data consistently throughout the year to maintain a student driven focus and discussion.</p>	Artifacts aligned with data analysis and implementation of school-wide instructional strategies	
<p>Who: District Instructional Leaders</p> <p>Focus: Organize structures on campus that will allow for implementation of a Tier III approach to reading instruction (utilizing personnel)</p>	Master school schedules / classroom schedules / support personnel schedules	

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Professional Development for Instructional Focus (complete Steps 1 thru 5)					
Step 1	Step 2	Step 3	Step 4	Step 5	Results
<p>Who: District Instructional Leaders</p> <p>Focus: Create and implement a PD plan to train school teams and/or teachers on RTI Plan.</p>	<p>School Improvement Department in conjunction with Instructional Directors and Supervisors will work with teachers and principals to obtain, develop, and apply new learning in the following areas:</p> <ul style="list-style-type: none"> • Data Analysis • Intervention Process focusing on how to group, flexible groups, tracking students, making decisions about student placement, and choosing instructional strategies • Tracking students across grade levels • Student goal setting and student conferencing – foster independence and efficacy 			<p>Cognitive Data Increases in Numeracy/Literacy (DIBELS-benchmark, iLEAP/LEAP, narrow gaps) Instruction strategies reflect plan during walk-throughs and lesson plans.</p>	
<p>Who: District Instructional Leaders</p> <p>Focus: Provide PD to develop school staffs' working knowledge and application of universal screeners to identify students who are in need of Tier II reading instruction and Tier III.</p>	<p>School Improvement Department in conjunction with Instructional Directors and Supervisors will work with teachers and principals to obtain, develop, and apply new learning in the following areas:</p> <ul style="list-style-type: none"> • Understanding and applying universal screeners 			<p>Student data from universal screeners</p>	

District and School Strategic Planning Worksheet

Scientifically Based Research

Goal 1: To increase student achievement as measured by iLEAP, LEAP and GEE so that the District Performance Score (DPS) is at least 120 by the 2013-2014 school year.

Objective 3 A: To increase ELA and Math indices on LEAP and iLEAP at each grade level 3rd – 5th. ELA 3rd from 100.2 to 104.2; 4th from 97.2 to 100.2; 5th from 90.8 to 96.6 by Spring 2011. Math: 3rd from 104.9 to 107.9; 4th from 86.8 to 93.4; 5th from 97.3 to 101.9 by Spring 2011.

Objective 3 B: To increase ELA and Math indices on iLEAP/LEAP/GEE at each grade level 6th – 10th. ELA: 6th from 90.7 to 96.5; 7th from 94.4 to 99.6; 8th from 95.3 to 100.2; 9th from 93.4 to 98.7; 10th from 97.3 to 101.8 by Spring 2011. Math 6th from 104.1 to 107.3, 7th from 106.7 to 109.3, 8th from 102.5 to 106.0; 9th from 106.3 to 109; 10th from 114.2 to 115.3 by Spring 2011.

Scientifically Based Research Strategy: (Derived from the contributing factors) –

Meaningful Engaged Learning and Data-Driven Decision Making (differentiating instruction to meet the needs of all learners)

Bibliographic Notation:

Meltzer, J., Smith, N. C., & Clark, H. (2001). Adolescent literacy resources: Linking research and practice. Providence, RI: Education Alliance at Brown University. Fermi National Accelerator Laboratory Education Office. (1997). Handbook of engaged learning projects. [Online]. Available: <http://www-ed.fnal.gov/help/cover.html> Finn, J. D. (1993). School engagement & students at risk. Washington, DC: National Center for Education Statistics.

Brief Summary of Research:

Current research supports the role of engaged learning as important to student achievement. Students learn when they are highly involved in meaningful tasks. Motivation is more than a quality within students. Motivation is a quality that can be profoundly affected by the attitudes and actions of educators.

Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs? Meaningful Engaged Learning promotes the opportunity for student choice thereby making the content more relevant to what to the learner. Research in similar school systems has proven that differentiated learning is a key to success. In an effort to increase the districts percent proficient for all subgroups, we must look at the performance level of each individual student and make the appropriate instructional decisions.

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: The use of data in the decision making process leads to positive outcomes for all subgroups. Our district is working to increase student achievement in all subgroups; therefore, we must look for ways to identify what students already know and make instructional decisions to differentiate learning when necessary.

District and School Strategic Planning Worksheet

Goal 1: To increase student achievement as measured by iLEAP, LEAP and GEE so that the District Performance Score (DPS) is at least 120 by the 2013-2014 school year.

Objective 3 A: To increase ELA and Math indices on LEAP and iLEAP at each grade level 3rd – 5th. ELA 3rd from 100.2 to 104.2; 4th from 97.2 to 100.2; 5th from 90.8 to 96.6 by Spring 2011. Math: 3rd from 104.9 to 107.9; 4th from 86.8 to 93.4; 5th from 97.3 to 101.9 by Spring 2011.

Objective Obtainment for Previous Year: Yes, in all but 4th **Target:** 4th 99.8 **Actual Score:** 4th 97.2 **Gain from Previous Score:** 4th growth was +0.4; minimal growth, but did not meet target

Step 1 – Identify Activity(ies)	Step 5 - Measurement	Results
Curriculum, Instruction, & Assessment (complete Step 1 & 5)		
<p>Who: District Instructional Leaders</p> <p>Focus: Analyze student responses to create an understanding across all disciplines of common expectations grades Pre-K – 5th of reading, analyzing and responding to text in alignment to expectations set through district benchmark assessments, specifically constructed response items.</p>	Evidence includes percent proficient on LEAP and iLEAP and percentage of students performing low, medium and high on benchmark assessments	
<p>Who: School and District Benchmark Assessment Teams</p> <p>Focus: Will analyze tests results from 3rd, 4th, and 5th grade ELA/Math benchmarks and use the information to revise the district assessments.</p>	Evidence includes percent proficient on LEAP and iLEAP and percentage of students performing low, medium and high on Benchmark assessments	
<p>Who: District Instructional Leaders</p> <p>Focus: Implement specific protocols to address critical thinking across all content (i.e. Measured Progress: Assessment for Learning and Better Answers).</p>	Evidence includes percent proficient on LEAP and iLEAP and percentage of students performing low, medium and high on Benchmark assessments	
District/School Culture & Cultural Supports (complete Step 1 & 5)		
<p>Who: District Instructional Leaders</p> <p>Focus: Continue the focus to create a climate for which authentic contextual conversations are</p>	Evidence includes percent proficient on LEAP and iLEAP, percentage of students performing	

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centered on student work (i.e. responses to constructed response, benchmark assessments).				low, medium and high on benchmark assessments and percentage of students scoring benchmark and above on DIBELS.	
Professional Development for Instructional Focus (complete Steps 1 thru 5)					
Step 1	Step 2	Step 3	Step 4	Step 5	Results
<p>Who: District Instructional Leaders</p> <p>Focus: To assist schools in identifying and implementing their next steps for ensuring effective Harcourt core instruction for Tier I and II for Pre-K through 5th grade.</p>	<p>School Improvement Department in conjunction with Primary Director and Supervisors will utilize quarterly Instructional Leadership Meetings, Primary Cluster Meetings, and Principal's Breakout Sessions to obtain, develop, and apply new learning.</p>			<p>Evidence includes percent proficient on LEAP and iLEAP percentage of students performing low, medium and high on benchmark assessments, and percentage of students scoring benchmark and above on DIBELS.</p>	
<p>Who: District Instructional Leaders</p> <p>Focus: Develop understanding of specific protocols to address critical thinking across all content.</p>	<p>School Improvement Department in conjunction with Primary Director and Supervisors will utilize quarterly Instructional Leadership Meetings, Primary Cluster Meetings, and Principal's Breakout Sessions to obtain, develop, and apply new learning. The development will center on the implementation of works such as 1) Measured Progress: Learning for Assessment, 2) Solution Tree: Assessment for Student Success and Building Common Assessments, and 3) Better Answers including:</p> <ul style="list-style-type: none"> • Clear targets and setting criteria in student friendly language • Examples of strong and weak work • Offer regular descriptive feedback throughout DEI and gradual release process • Self assess and goal setting • Focus on one aspect of quality of work • Focus on revision • Self Reflection 			<p>Classroom lesson plans/ design, student work. Evidence includes percent proficient on LEAP and iLEAP percentage of students performing low, medium and high on benchmark assessments, and percentage of students scoring benchmark and above on DIBELS.</p>	

District and School Strategic Planning Worksheet

Goal 1: To increase student achievement as measured by iLEAP, LEAP and GEE so that the District Performance Score (DPS) is at least 120 by the 2013-2014 school year.					
Objective 3 B: To increase ELA and Math indices on iLEAP/LEAP/GEE at each grade level 6 th – 10 th . ELA: 6 th from 90.7 to 96.5; 7 th from 94.4 to 99.6; 8 th from 95.3 to 100.2; 9 th from 93.4 to 98.7; 10 th from 97.3 to 101.8 by Spring 2011. Math 6 th from 104.1 to 107.3, 7 th from 106.7 to 109.3, 8 th from 102.5 to 106.0; 9 th from 106.3 to 109; 10 th from 114.2 to 115.3 by Spring 2011.					
Objective Obtainment for Previous Year: Yes, in all but 6 th ELA Target: 6 th 93.2 Actual Score: 6 th 90.7 Gain from Previous Score: 6 th growth was +0.5; minimal growth, but did not meet target *High School ELA grew +11.1 exceeding target by +8.1					
Step 1 – Identify Activity(ies)			Step 5 – Measurement	Results	
Curriculum, Instruction, & Assessment (complete Step 1 & 5)					
Who: District Instructional Leaders			ELA and Math indices on iLEAP/LEAP/GEE at each grade level 6 th – 10 th State EOC scores and ACT Scores		
Focus: Analyze student responses to create an understanding across all disciplines of common expectations grades 6 th – 12 th of reading, analyzing and responding to text in alignment to expectations set through district benchmark assessments, specifically constructed response items.					
Who: District Instructional Leaders			Content indices on iLEAP/LEAP/GEE at each grade level 6 th – 10 th State EOC scores and ACT Scores		
Focus: Implement specific protocols to address critical thinking across all content (i.e. Measured Progress: Assessment for Learning and Better Answers).					
District/School Culture & Cultural Supports (complete Step 1 & 5)					
Who: District Instructional Leaders			Master school schedules / classroom schedules / support personnel schedules		
Focus: Organize structures on campus that will allow for analysis of data and student work					
Professional Development for Instructional Focus (complete Steps 1 thru 5)					
Step 1	Step 2	Step 3	Step 4	Step 5	Results
Develop common understanding of what can be categorized as exemplary work for reading, analyzing	School Improvement Department in conjunction with Middle and High Directors and Supervisors will utilize quarterly Instructional Leadership Meetings and Principal's Breakout Sessions to obtain, develop, and apply new learning.			Classroom lesson plans, lesson design, and student work Performance in	

District and School Strategic Planning Worksheet

<p>and responding items based on collaborative analysis of student work/assessment and specifics listed in the Louisiana Statewide Guide to Assessment items.</p>		<p>proficiency for reading, analyzing, and responding items.</p>	
<p>Who: District Instructional Leaders</p> <p>Focus: Develop understanding of specific protocols to address critical thinking across all content.</p>	<p>School Improvement Department in conjunction with Primary Director and Supervisors will utilize quarterly Instructional Leadership Meetings, Primary Cluster Meetings, and Principal’s Breakout Sessions to obtain, develop, and apply new learning. The development will center on the implementation of works such as 1) Measured Progress: Learning for Assessment, 2) Solution Tree: Assessment for Student Success and Building Common Assessments, and 3) Better Answers including:</p> <ul style="list-style-type: none"> • Clear targets and setting criteria in student friendly language • Examples of strong and weak work • Offer regular descriptive feedback throughout DEI and gradual release process • Self assess and goal setting • Focus on one aspect of quality of work • Focus on revision • Self Reflection 	<p>Classroom lesson plans, lesson design, and student work.</p> <p>Content indices on iLEAP/LEAP/GEE at each grade level 6th – 10th</p> <p>State EOC scores and ACT Scores</p>	

District and School Strategic Planning Worksheet

Scientifically Based Research

Goal 1: To increase student achievement as measured by iLEAP, LEAP and GEE so that the District Performance Score (DPS) is at least 120 by the 2013-2014 school year.

Objective 4: Improve the district graduation rate from 76.8 percent to 80.0 percent. Increase the number of graduating seniors earning a diploma endorsement from 23.9 to 25 percent by Spring 2011. Improve the district ACT average score from 20.3 to 20.8.

Scientifically Based Research Strategy: (Derived from the contributing factors) – Increased Academic Rigor with a Career Focus

Bibliographic Notation:

Hock, M.F., Schumaker, J.B., & Deshler, D.D. (1999). Closing the gap to success in secondary schools: A model for cognitive apprenticeship. In D.D. Deshler, J. Schumaker, K.R. Harris, & S. Graham. (Eds.), *Teaching every adolescent every day: Learning in diverse middle and high school classrooms* (pp. 1-52). Cambridge, MA: Brookline Books.

Hock, M.F., Deshler, D.D. & Schumaker, J.B. (1993). Learning strategy instruction for at-risk and learning-disabled adults: The development of strategic learners through apprenticeship. *Preventing School Failure*, 38 (1), 43-49.

Brief Summary of Research:

Adolescent difficulties and challenges. Increased expectations of the classroom teacher – a balance of teaching academically, socially, culturally, racially, economically, and linguistically diverse students. Suggests various methods to meet the needs of an ever changing society and better prepare students for the real world.

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

Ascension Parish School System is not unique and/or exempt from the demands of a global economy. The district is charged, like all other systems in the nation, to teach all students and prepare them for an ever changing world.

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

The research is not unique to one specific subgroup, but rather addresses the needs/challenges of educating all students in today's society.

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<p>Goal 1: To increase student achievement as measured by iLEAP, LEAP and GEE so that the District Performance Score (DPS) is at least 120 by the 2013-2014 school year.</p>		
<p>Objective 4: Improve the district graduation rate from 76.8 percent to 80.0 percent. Increase the number of graduating seniors earning a diploma endorsement from 23.9 to 25 percent by Spring 2011. Improve the district ACT average score from 20.3 to 20.8.</p>		
<p>Objective Obtainment for Previous Year: No, did not meet diploma endorsement target Target: 25 percent Actual Score: 23.9 percent Gain from Previous Score: growth of +1.9 percent *District graduation rate has increased 3.2 percentage points over the past three years 06 - 08</p>		
Step 1 – Identify Activity(ies)	Step 5 - Measurement	Results
Curriculum, Instruction, & Assessment (complete Step 1 & 5)		
<p>Who: District Instructional Leaders assisting Freshmen Academy Associate Principal, teachers, and counselors</p> <p>Focus: Continue to establish “failure is not an option” by developing a process for use of formative assessment, analysis of common and benchmark assessment data, and analysis of individual student responses on constructed response items to directly impact instruction for individual students</p>	<p>Number of students earning 5 or more credits freshman year</p>	
<p>Who: District Instructional Leaders, Principals, and Teachers</p> <p>Focus: Use a backward design process to ensure that classroom instruction and assessment is aligned with the rigor of AP exams and ACT.</p>		
<p>Who: District Instructional Leaders, Principals, and Teachers</p> <p>Focus: Use formative and summative assessment data to determine which students need additional instructional supports in order to master concepts and develop classroom structures to provide the supports.</p>	<p>Percentage of students receiving AP credit</p> <p>ACT scores</p>	
<p>Who: District Instructional Leaders, Principals, and Teachers</p> <p>Focus: Explore and expand opportunities for benchmark assessments set forth by EOC and ACT standards.</p>	<p>Sub- group scores on benchmark exams, EOC, GEE and ACT</p> <p>Additional benchmarks created for curricula assessed by EOC and ACT</p>	
District/School Culture & Cultural Supports (complete Step 1 & 5)		
<p>Who: District Instructional Leaders, Principals, and Teachers</p> <p>Focus: Develop a process for determining the appropriate diploma track for every student and</p>	<p>Graduation rate</p>	

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ensuring the student has all of the necessary components for successful attainment in 4 years.					
Who: District Instructional Leaders assisting principals				Number of students successfully completing post secondary courses	
Focus: Develop a process for identifying and targeting specific communication to every student who is eligible for and would benefit from a dual enrollment opportunity.					
Who: District Instructional Leaders assisting Middle School principals, Freshmen Academy associate principals, and teachers				Number of 9 th graders passing courses quarterly	
Focus: Develop and implement a transition process from 8 th to 9 th grade to include such things as: alignment of instructional expectations, summer bridge programs, mentoring, orientation programs, shadowing, and identifying students at risk of not being successful.					
Who: District Instructional Leaders and School Personnel				Number of students receiving an IBC, successfully completing an internship or CO-OP program	
Focus: Develop a process for identifying and targeting specific communication to every student who is eligible for and would benefit from obtaining an IBC, participating in an internship or enrolling in CO-OP programs.					
Professional Development for Instructional Focus (complete Steps 1 thru 5)					
Step 1	Step 2	Step 3	Step 4	Step 5	Results
Who: Core, Non Core and AP teachers	School Improvement Department in conjunction with High School Director and Supervisors will utilize quarterly Instructional Leadership Meetings and Principal's Breakout Sessions to obtain, develop, and apply new learning.			ACT scores; percentage of students receiving AP credit	
Focus: Increasing rigor of instruction to align with ACT and/or AP standards				Sub- group scores on benchmark exams, EOC, GEE and ACT; Students earning 5 or more credits freshman year	
Who: Teachers					
Focus: Use of formative assessment and analysis of student work					

District and School Strategic Planning Worksheet

Scientifically Based Research

Goal 2: To increase student achievement to a District Performance Score (DPS) of at least 120 by the 2013-14 school year through increased time-on-task.

Objective 1: To increase student attendance at the elementary school level from 95.5% to 96.1%, at the middle school level from 94.6% to 96%, at the high school level from 92.6% to 94.3%.

Scientifically Based Research Strategy: (Derived from the contributing factors) –
Data Driven Decision Making/School-wide Positive Behavior Support (PBS)

Bibliographic Notation: Meltzer, J., Smith, N. C., & Clark, H. (2001). Adolescent literacy resources: Linking research and practice. Providence, RI: Education Alliance at Brown University.
<http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/main.php?cat=behavior§ion=main&subsection=pbs/embedding>

Brief Summary of Research: School systems that have incorporated individualized positive behavior support processes use a team-based system for supporting students who engage in problem behavior. Teams that meet to address student behavior vary in many ways depending upon each school. Traditionally, these teams were established to support students with academic problems. Many schools are adapting these teams so that they address both academic and behavioral problems.

Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs? The Ascension Parish School System is similar in population to that of other PBS researched sites. Data derived at the district/state level indicates that the district must continue to improve attendance rates, build better relationships with students and families and increase referral and access of students to wrap-around services.

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs:
District level reports show that there is a disproportionate number of behavior referrals, particularly suspensions, between African American students and their white counterparts. Research proves that positive relationships between African American students and their teachers are key to academic success.

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Objective 1: To increase student attendance at the elementary school level from 95.5% to 96.1%, at the middle school level from 94.6% to 96%, at the high school level from 92.6% to 94.3%.					
Objective Obtainment for Previous Year: Did not meet target Target: 96.1% Elementary, 96% Middle, 94.3% High Actual Score: Elementary 95.5%, Middle 94.6%, High 92.6% Gain from Previous Score: Elementary +0.4% and Middle +0.1% - minimal growth					
Step 1 – Identify Activity(ies)				Step 5 - Measurement	Results
Curriculum, Instruction, & Assessment (complete Step 1 & 5)					
None					
District/School Culture & Cultural Supports (complete Step 1 & 5)					
Who: CO Data Specialist Focus: Monthly attendance data sent to the PBS Teams				Data submitted monthly	
Who: PBS Team Focus: Identify students at risk of attendance failure and implement school wide strategies as well as individualized interventions				PBS Benchmarks	
Who: Credit Recovery Specialist and School Administrators Focus: Expand number of high school students enrolling in attendance recovery program as an alternative to failing the course				Data regarding participation of students	
Who: District, Welfare and Attendance Focus: Increase communication with schools				Attendance records	
Professional Development for Instructional Focus (complete Steps 1 thru 5)					
Step 1	Step 2	Step 3	Step 4	Step 5	Results
Who: Guidance Clerks, Registrars and Administrators Focus: Procedures for student enrollment (i.e. homeless students)	School Improvement Department in conjunction with Special Education Department, Level Directors and Supervisors will utilize Principal's Breakout Sessions and PBS workshops to obtain, develop, and apply new learning. <ul style="list-style-type: none"> PBS Teams analyze attendance data and develop & implement interventions. 			Data submitted monthly, PBS Benchmarks; data regarding participation of students, attendance records	

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Scientifically Based Research

Goal 2: To increase student achievement to a District Performance Score (DPS) of at least 120 by the 2013-14 school year through increased time-on-task.

Objective 2: To decrease by 1% the number of total suspensions at the elementary, middle, and high school levels as well as at the Alternative School.

Scientifically based research strategy: (Derived from the contributing factors) –

School-wide Positive Behavior Support (PBS)
Response to Intervention

Bibliographic Notation:

<http://www.pbis.org/tertiaryPrevention.htm>

<http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/main.php?cat=behavior§ion=main&subsection=pbs/embedding>

Brief Summary of Research: Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occur. Attention is focused on creating and sustaining primary (school-wide), secondary (at risk), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behaviors less effective, efficient, and relevant, and desired behavior more functional. (PBIS Website) Each school in the district has a PBS team that meets to address student behavior. Teams vary in many ways depending upon the needs and resources in each school.

Response to Intervention (RTI) is a process that was initially designed to support students with academic deficits. As part of the RTI system, students are tiered; Tier 1 students can learn with the normal support given in general education classes but Tier 2 and 3 students require higher levels of instruction and support. Many schools, recognizing that students with behavior challenges also need tiered levels of support, are now adapting RTI to address both academic and behavioral problems. (Fuchs, L, Fuchs, David, Hintze & Lembke, 2006)

High Schools throughout the nation have struggled to implement School-wide PBS. Recent studies indicate that the high schools that succeed focus on 9th grade academies. Many of the schools studied were able to extend PBS to higher grades once the 9th grade academy was implementing with fidelity. (Horner, Webinar, 2009)

Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs? The Ascension Parish School System is similar in population to that of other PBS researched sights. Data derived at the district/state level indicates that the district must continue to improve attendance rates, build better relationships with students and families and increase referral and access of students to wrap-around services.

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

District level reports show that there is a disproportionate number of behavior referrals of African American students. Research proves that positive relationships between African American students and their teachers are key to academic success. PBS provides a process to improve student/staff relationships.

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Goal 2: To increase student achievement to a District Performance Score (DPS) of at least 120 by the 2013-14 school year through increased time-on-task.		
Objective 2: To decrease by 1% the number of total suspensions at the elementary, middle, and high school levels as well as at the Alternative School.		
Objective Obtainment for Previous Year: Yes, met target; 2375 Suspension (08) Target: Decrease by 1% Actual Score: Dropped from 2375 (08) to 2142 Suspensions (09) Gain from Previous Score: Dropped 9.9 percent *Alternative School suspensions dropped 13.9% and expulsions dropped 26.4% from 08		
Step 1 – Identify Activity(ies)	Step 5 - Measurement	Results
Curriculum, Instruction, & Assessment (complete Step 1 & 5)		
None		
District/School Culture & Cultural Supports (complete Step 1 & 5)		
Who: PBS District Team Focus: Redesign High School PBS Benchmarks	High School Benchmarks	
Who: PBS District Team Focus: Develop system for Tier 3 students at pilot schools	PBS Benchmarks SET	
Who: School Appointed Person Focus: Tier 2 and 3 students provided Social Skills Instruction including Ripples Effect and/or Advantage Press	I-SET Benchmarks	
Who: PBS District Team Focus: Life Skills Training implemented with fidelity at the middle school level	School Data	
Who: PBS School Facilitator Focus: Second Step Curriculum implemented with fidelity at the primary level	Benchmarks	
Who: School Administrators and/or Counselor Focus: After 2 nd suspension refer parents to Parent Training (Positive Parent Partners)	Benchmarks	
Who: PBS District Team Focus: Increase Tier 2 interventions	PBS Secondary Benchmarks	

District and School Strategic Planning Worksheet

Professional Development for Instructional Focus (complete Steps 1 thru 5)					
Step 1	Step 2	Step 3	Step 4	Step 5	Results
Who: Coordinator of Student Services & PBS Teams Focus: PBS assistance for high schools	School Improvement Department in conjunction with Special Education Department, Level Directors and Supervisors will utilize Principal's Breakout Sessions and PBS workshops to obtain, develop, and apply new learning. <ul style="list-style-type: none"> • Meet triennially to re-design and later review benchmarks 			High School Benchmarks PBS Benchmarks SET I-SET School Data	
Who: PBS District Team Focus: School Facilitator Updates					

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Scientifically Based Research

Goal 2: To increase student achievement to a District Performance Score (DPS) of at least 120 by the 2013-14 school year through increased time-on-task.

Objective 3: To decrease by 10% the number of total suspensions for African-American students in an effort to decrease the disproportionality.

Scientifically based research strategy: (Derived from the contributing factors) –
Response to Intervention/School-wide Positive Behavior Support (PBS)

Bibliographic Notation: <http://www.pbis.org/tertiaryPrevention.htm>
<http://www.ChildrensDefense.org>
www.lasig2.org

Brief Summary of Research:

As part of PBS, it is essential to address the special needs of some “subgroups” of students including students in poverty, those who are minorities, and those who have identified special needs.

- Minority students and students in poverty, often require different instructional and behavioral techniques because of the differences in their culture. Yet, those students often have teachers whose cultures are different from their own. (Singleton & Litton, 2008). These teachers require the opportunity to: discuss their own cultures, examine their cultural backpacks, and interact with cultural brokers who can help them respect, celebrate and acknowledge the strengths of their student’s cultures. (Patton, 2007, 2008, 2009)
- Special education students with limited social and behavioral repertoires will need targeted social skills and/or replacement behavior training and environmental modifications in order to function in their classrooms. (Harris, Olinde, 2007, 08, 09)
- Schools that predominately serve all 3 groups will require a higher level of structure at the building and classroom levels. Teachers will require extensive planning in order to provide the classroom management that their students require. (Sprick, Garrison, Howard, 1998)
- Families of students from these 3 subgroups also require special training and support. (Louisiana Significant Improvement Grant (LASig)).

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

The Ascension Parish School System is similar in population to that of other sites that have worked with these 3 subgroups.

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

- District level reports show that there are a disproportionate number of behavior referrals of African American students. No data is available regarding students in poverty although schools with a majority of students below the poverty line do have higher incidences of behavior referrals and suspensions. Students with special needs are receiving special services that support their behavioral needs.
- Research proves that positive relationships between the students in these 3 subgroups and their teachers are keys to academic and behavioral success.

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Goal 2: To increase student achievement to a District Performance Score (DPS) of at least 120 by the 2013-14 school year through increased time-on-task.					
Objective 3: To decrease by 10% the number of total suspensions for African-American students in an effort to decrease the disproportionality.					
Objective Obtainment for Previous Year: No Target: decrease by 10% Actual Score: Dropped 9.4 percent with 1434 Suspensions (09) Gain from Previous Score: Dropped 9.4% in suspensions; almost met target *Overall expulsions for African-American dropped 48.1%					
Step 1 – Identify Activity(ies)				Step 5 - Measurement	Results
Curriculum, Instruction, & Assessment (complete Step 1 & 5)					
None					
District/School Culture & Cultural Supports (complete Step 1 & 5)					
Who: District Disproportionality Team Focus: Research models for reducing disproportionality in academics and behavior				Minutes from Meetings and Plan	
Who: District Parent Effectiveness Trainers Focus: Continue parent communication and support				Minutes from Meeting, Plan, and parent participation	
Professional Development for Instructional Focus (complete Steps 1 thru 5)					
Step 1	Step 2	Step 3	Step 4	Step 5	Results
Who: Administrators and teachers Focus: Sensitivity to students from different cultures	School Improvement Department in conjunction with Special Education Department, Level Directors and Supervisors will utilize Principal's Breakout Sessions and PBS workshops to obtain, develop, and apply new learning. The focus of the development will center on the work of Ruby Payne.			Behavior data	
Who: PBS District Team Focus: Working with Tier 2 students	School Improvement Department in conjunction with Special Education Department, Level Directors and Supervisors will utilize Principal's Breakout Sessions and PBS workshops to obtain, develop, and apply new learning.			PBS Secondary Benchmarks	
Who: PBS District Team Focus: Working with Tier 3 students				I-SET	