

SCHOOL-WIDE SCHOOL IMPROVEMENT PLAN

High School



Principal: Karen Vidrine

Grade configuration: 7-12

School Address: 1100 Leo Street

City, State, Zip: Opelousas, LA 70570

Vision & Mission

Vision Statement: The St. Landry Parish School Board will promote excellence in education for all citizens.

Mission Statement: The mission of the St. Landry Parish School Board is to ensure high quality instruction while working collaboratively with families and communities to maximize every student's potential.

School's Vision and Mission Statement:

School Vision Statement:

The Magnet Academy for Cultural Arts (MACA) will be the school of choice for the talented students of St. Landry Parish

School Mission Statement:

MACA will provide life-long and real-world learning experiences through an exceptional art-based program.

CONTACT INFORMATION

School-wide School Improvement Chairperson: Nicole Carter

School-wide School Improvement Committee Members

(Representatives should include Administrators, Parents (*cannot be employees of the school*), Community Members, Teachers, Students, School Staff, etc.)

It is highly recommended that more than one parent is part of the committee in order to ensure at least one is in attendance at each meeting.

| Name | Position |
|--------------------|--------------------------------------|
| Karen Virdrine | Principal |
| Natalie Angelle | Assistant Principal |
| Nicole Carter | Jr. High ELA Teacher Representative |
| Kimberley Kelly | Jr. High Math Teacher Representative |
| Richard Preston | High School Science Representative |
| Brittany Schroeder | High School SS Representative |
| Jade Pitre | High School SS Representative |
| Lashonda Moore | Parent |
| Leslie Doucet | Parent |
| | |

School Profile

Check where applicable:

- School is in School Improvement
- Academically Unacceptable Schools – Year 1
- Academically Unacceptable Schools – Year 2
- Academically Unacceptable Schools – Year 3
- Academically Unacceptable Schools – Year 4
- School-wide Title I School
- Non-Title I School

| School Partnerships (Type the name of each partner in the space provided) | |
|--|---|
| University | LSU-E, University of Louisiana at Lafayette, Northwestern State University |
| Technical Institute | Washington Career & Technical Center |
| Feeder School(s) | All schools in St. Landry Parish |
| Community | Hope for Opelousas, Chamber of Commerce, CASA of St. Landry, City of Opelousas, Senior Village Nursing Home, Women's Foundation, Inc., Opelousas Little Theater, Our Savior's Church, ICONS Food Bank, Delta Sigma Theta, City of Grand Coteau |
| Business/Industry | Raising Canes, Community Coffee, Box Tops for Education, Coca Cola, Credeurs, Splash, Java Square, Ignatius Castille Insurance, Benny's Big Star, Super-1 Foods, Morrow Morrow Ryan and Bassett, Pelican State Credit Union School Branch Program |
| Private Grants | Laura Bush Foundation, The New Orleans Jazz and Heritage Grant. |
| Other | |

REQUIRED COMPONENTS OF SCHOOL-WIDE SCHOOL IMPROVEMENT PLAN

A school-wide school improvement plan is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. The primary goal of a robust school-wide program is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards. In order to write an effective school-wide plan, there are eight (8) mandatory components which must be included.

| COMPONENT | RATIONALE FOR COMPONENT |
|--|---|
| COMPONENT 1: Comprehensive Needs Assessment | The needs assessment is critical to developing a schoolwide program. The needs assessment reveals the priority areas in which the program will focus. The needs assessment guides the development of the comprehensive schoolwide plan, suggests benchmarks for its evaluation, and as such, is closely linked to all aspects of schoolwide program implementation. The comprehensive needs assessment is based on academic information about all students in the school, including at risk students; students from diverse racial and ethnic groups; students with disabilities; English Language Learners (ELs) and migrant students. The results of data analysis must guide strategies to improve academic performance and close achievement gaps. Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results applicable data points listed under critical goals in <u>Believe to Achieve: Educational Priorities</u> , e.g. <i>percentage of students on or above grade level in literacy by subgroup</i> . |
| COMPONENT 2: Strategies for Improvement | School wide strategies are essential to the school wide planning process. Using the information from the comprehensive needs assessment, the school wide plan will include a detailed narrative. Responses should be comprehensive and intentional to address student needs, particularly the needs of struggling learners and align with the <u>Believe to Achieve: Educational Priorities</u> . The response also describes the evidence-based practices and strategies the school will implement to address its needs, including a description of how the strategies will: <ol style="list-style-type: none">1. use effective methods and instructional strategies that strengthen the academic program,2. increase the amount and quality of learning time3. help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to a provide a well-rounded education, and |

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|--|---|
| | <ol style="list-style-type: none">4. include interventions and strategies to address the needs of all children in the school, but particularly the needs of children at risk of not meeting the state standards and students in underperforming subgroups5. Capacity building- intertwine the goals of the SIP and the goals of the ILT.6. Provide evidence of meaningful teacher collaboration with teachers taking leadership positions by developing agendas, reflecting on practices, sharing best practices, analyzing student data, and reporting findings to colleagues to assist with student learning goals with an emphasis on enhancing student performance on ACT/Workkeys assessment. |
| COMPONENT 3: Student Support Services | ESSA considers the integration of direct and support services as a means of helping at risk students meet state standards. Similarly, but more student specific in nature, services and supports are readily provided under the Individuals with Disabilities Education Act (IDEA) as part of receiving a free appropriate public education. Under new ESSA requirements, counseling services, mental health programs, specialized instructional support services, and mentoring services should be considered and made available to students if the need is present in the comprehensive needs assessment results. Programs, services, and strategies must address applicable <u>Believe to Achieve: Educational Priorities</u> . |
| COMPONENT 4: Student Opportunities | The evaluation of postsecondary education and the workforce is noted as a consideration when developing activities for improvement in the school wide plan. Preparation for and awareness of opportunities for postsecondary education credit while still in high school (such as advanced placement, industry based, dual or concurrent enrollment, or early college high schools), are all worthy of consideration when addressing the needs of all students, particularly at-risk students. Strategies/Programs must be address applicable <u>Believe to Achieve: Educational Priorities</u> . |
| COMPONENT 5: Tiered Intervention | Describe the school's implementation of a tiered system of support to prevent and address problem behavior as noted in <u>Believe to Achieve: Educational Priorities</u> . Implementation of a schoolwide tiered model to prevent and address behavior issues is supported in ESSA as a means of helping students achieve academic success. In addition, early intervening services, coordinated with similar activities and services under IDEA, are supported as well. Tiered behavior intervention and early intervening services are proactive ways of having procedures in place to address these topics at the school level. It may be wise to coordinate Title I behavior and early intervening services with already existing programs such as those in existence under IDEA. |
| COMPONENT 6: Professional Development | Under ESSA, professional development activities must minimally be designed to improve instruction, provide opportunities for teachers to utilize assessment data to drive decision making, and focus on the retention and recruitment of effective teachers in high-need subject areas. Professional development activities should continue to be high-quality, sustainable, replicable, and included opportunities for job-embedded replication at the school level. |

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| | Describe the professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, support Believe to Achieve: Educational Priorities and use of data from assessments. Include how the school recruits and retains effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs. |
| COMPONENT 7: Early Childhood Transition | Early childhood transition plans assist preschool children in the transition from early childhood programs, such as Head Start, daycare centers, or a state-run preschool program, to local elementary school programs. Plans for early childhood transition should be seamless, and without interruption. Sensitivity to cultural diversity in strategies, activities, and assessment tools should be included in the early childhood transition strategies. Also, plans for the evaluation of effective implementation should be in place. |
| COMPONENT 8: Strategies to Increase Parental Involvement | Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. It is important that school-wide plans contain strategies to involve parents, especially in helping their children do well in school. Parents must be involved in the planning, implementation, and evaluation of the school-wide plan. The school should identify strategies which facilitate relationship building between parents and teachers. Also, the school should ensure communications are available in formats that are parent-friendly. Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments. Provide examples of changes made to the schoolwide plan based on input from families/parents. |

Year-to-Date Attendance

Daily Goal: 95% or higher

(These will be provided to you by Tricia Thomassee.)

| 2021 – 2022 | 2022 – 2023 | 2023 – 2024 |
|-------------|-------------|-------------|
| 95.53% | 95.74% | _____ % |

Discipline Data for School Suspension/Expulsion Rate

| 2021 – 2022 | 2022 – 2023 | 2023 – 2024 |
|-------------|-------------|-------------|
| 0.4% | 2.7% | _____ % |

Discipline Data by Major Subgroups Suspension/Expulsion Rate

| | 2021 – 2022 | 2022 – 2023 | 2023 - 2024 |
|----------------------------|-------------|-------------|-------------|
| Economically Disadvantaged | 0.4% | 5.7% | |
| Students with Disabilities | 0.4% | 0% | |
| Black or African American | 0.4% | 7.1% | |
| English Learners | | | |

Component 2: Strategies for Improvement/Evidence-Based Practices:

- Teachers will implement district unit plans
- Teachers will collaborate across the curriculum
- Teachers will incorporate/model time management skills to prepare for EOY tests
- Teachers will use close-read strategies, incorporate LEAP type assessments

Component 3: Student Support Services:

- Our school participates in Youth Blast, mentoring, counseling, Social/Emotional Support

- Louisiana Rehabilitation Services for SPED

Component 4: Student Opportunities

- AP enrollment (English Language & Composition, English Literature & Composition, Statistics, Biology II, Environment Science, AP Psychology)
- Dual Enrollment Courses
- LSU-E Academy
- Diverse Talent area opportunities
- Clubs: 4-H, Beta, Student Council, Drama, Speech & Debate, Renaissance Team, Step Team, Club 3:16
- Beyond the Bell tutoring

Component 5: Tiered Intervention/PBIS Goals

- PBIS
- ISS
- Iready
- Read Theory
- Study Island
- SAVVAs Realize
- Beyond the Bell tutoring
- Accelerated Reader (AR)

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Component 6: Professional Development

- PLC's, Mandatory Reporting Training, Safe Schools, Suicide Prevention, GSuite trainings, ILT's, Bullseye

Component 7: Early Childhood Transition: Explain the school's plan for assisting preschool children transition from early childhood programs, if applicable to your school.

Component 8: Parent Involvement: Explain the school's plan/strategy to increase Parent and Family Engagement. Remember to indicate how Parent and Family Engagement funds are being utilized.

The parent action team will be formed in September. On the first meeting, parents will be introduced to the purpose of the action team. Parent will be asked to come up with suggestions for activities to engage families. One activity that will focus on literacy is an Poetry Slam event. This event will be discussed during the October meeting. Another activity that will be conducted is a Literacy Bingo night for families where bingo supplies will be purchased and each participating family will receive a literacy dictionary. In addition, a computer and printer for parents to utilize will be purchased. Parents will be able to access information as needed. They will also be able to print important documents as it relates to their child's education. Each program will contain a student poem with blanks where words have been left out. Attendees are encouraged to take a book and fill in the blanks with words from the first chapter to create Found Poetry. Families will use envelopes to organize their poetry.

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ONE-YEAR ACTION PLAN FOR PARTNERSHIPS

(Two or more activities required for each involvement type, continuing activities or new activities)

TYPE 1 – PARENTING

(Helping parents support their children when looking for appropriate resources to utilize.)

| IDENTIFY ACTIVITY | DATE OF ACTIVITY | WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN? | PERSONS IN CHARGE AND HELPING | EXPECTED RESULTS? <i>How will results be measured?</i> | PARENTAL INVOLVMENT FUNDS <i>(Y/N; AMOUNT)</i> |
|-------------------|------------------|---|-------------------------------|---|---|
|-------------------|------------------|---|-------------------------------|---|---|

| | | | | | |
|--|---------------|---|-----------------------------|--|---|
| ACTIVITY #1: Parent-student-teacher compact | August 2022 | The compacts will be distributed to new students via registration forms. | The school improvement team | Parents and students will sign and return the compact | N |
| ACTIVITY #2: Provide meaningful resources to help with home studies | November 2022 | Compile a list of useful educational websites and add the links to MACA's website | The parent action team | Parent and students will use the website to find various information | N |

TYPE 2 – COMMUNICATING

(Effective forms of school-to-home & home-to-school communications about school programs, school performance & student progress)

| IDENTIFY ACTIVITY | DATE OF ACTIVITY | WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN? | PERSONS IN CHARGE AND HELPING | EXPECTED RESULTS? <i>How will results be measured?</i> | PARENTAL INVOLVEMENT FUNDS (Y/N; AMOUNT) |
|--|------------------|---|----------------------------------|---|--|
| ACTIVITY #1: MACA Weekly Newsletter | Aug. 30-May 24 | Teachers should send good news to the news editor | Christa Cunningham | Parents and community will receive newsletter each week and see what's happening as well as upcoming events | N |
| ACTIVITY #2: Jcalls to parents | August -May | Administration will send out calls to parents when they need to be informed about various items | Natalie Angelle Karen Vidrine | Parents/Guardians stay informed about things that are going on with their child(ren) | N |

TYPE 3 – VOLUNTEERING

(Recruitment, training, activities & schedules to involve families as volunteers and audiences at school or other locations to support student and school programs)

| IDENTIFY ACTIVITY | DATE OF ACTIVITY | WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN? | PERSONS IN CHARGE AND HELPING | EXPECTED RESULTS? <i>How will results be measured?</i> | PARENTAL INVOLVMENT FUNDS (Y/N; AMOUNT) |
|---|------------------|--|----------------------------------|---|---|
| ACTIVITY #1: Pink Out Door Contest for classes | 10-20-22 | Parents on the parent action team will be asked to judge doors for Breast cancer awareness | Natalie Angelle Michelle Reed | Parents will email completed rubrics to N. Angelle | N |
| ACTIVITY #2: Bingo donation | 12-8-22 | Parent action team was asked to donate items for the Literacy Bingo event. | Natalie Angelle Michelle Reed | Parents will provide items for bingo night. They will drop off items to school. | N |

TYPE 4 – LEARNING AT HOME

(Provide information & ideas about how to help students at home with homework & other curriculum-related activities, decisions, & planning.)

| IDENTIFY ACTIVITY | DATE OF ACTIVITY | WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN? | PERSONS IN CHARGE AND HELPING | EXPECTED RESULTS? <i>How will results be measured?</i> | PARENTAL INVOLVMENT FUNDS (Y/N; AMOUNT) |
|----------------------------------|------------------|---|-------------------------------|---|---|
| ACTIVITY #1: Student Planners | August 2022 | Each student will receive a student planner that includes resources pages for them to refer to. | N. Angelle Teachers | Distribution of handbooks. Teachers can observe the use of the handbooks | N |
| ACTIVITY #2: | | | | | |

| TYPE 5 – DECISION MAKING <i>(Include parents & families as participants in school decisions and advocacy activities through PTA/PTO, committees, teams, etc.)</i> | | | | | |
|---|--------------------|--|----------------------------------|--|--|
| IDENTIFY ACTIVITY | DATE OF ACTIVITY | WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN? | PERSONS IN CHARGE AND HELPING | EXPECTED RESULTS? <i>How will results be measured?</i> | PARENTAL INVOLVEMENT FUNDS (Y/N; AMOUNT) |
| ACTIVITY #1: Create a parent action team (PAT) | September 2022 | Send a survey out to see who is interested. | Natalie Angelle | Survey Responses | N |
| ACTIVITY #2: Conduct PAT meeting | October 6, 2022 | Invite selected parents to the 1st meeting via Google Meet | Natalie Angelle Michelle Reed | Review/Update Parent and Family Engagement policy; School Compact ; discuss future activities | N |
| TYPE 6 – COLLABORATING WITH THE COMMUNITY <i>(Coordinate the resources of community businesses, agencies, cultural, civic, and other organizations to strengthen school programs, family practices, and student learning & development. Enable students, staff, and families to contribute service & projects to the community.)</i> | | | | | |
| IDENTIFY ACTIVITY | DATE OF ACTIVITY | WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN? | PERSONS IN CHARGE AND HELPING | EXPECTED RESULTS? <i>How will results be measured?</i> | PARENTAL INVOLVEMENT FUNDS (Y/N; AMOUNT) |
| ACTIVITY #1: Pelican Credit Union Kickoff | September 20, 2022 | Parent communication sent out | N. Angelle | Parents will attend to learn about financial opportunities | N |

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|--|---------------------|---|--|--|--------------|
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| ACTIVITY #2: Financial Bingo Night | December 8, 2022 | Solicit donations from our partners and local businesses prior to the event. We would also like to purchase food for the event. Literacy or Financial resource books and bingo supplies | N. Angelle M. Reed Parent action Team | A variety of donations | Y/\$250 |
| ACTIVITY #3 Poetry Slam | March 30, 2023 | Each program will contain a student poem with blanks where words have been left out. Attendees are encouraged to take a book and fill in the blanks with words from the first chapter to create Found Poetry. Families will use envelopes to organize their poetry. | Christa Cunningham Natalie Angelle | Students will go into the audience to pick them up at some point, and/or invite a couple of people to read between the junior high and high school parts of the show | Y; \$2037.42 |

SCHOOL ASSURANCE

- I hereby certify that this plan was developed 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.

Principal's Signature

Chairperson, School Improvement Team

FACULTY ASSURANCE**Total Number of Instructional Faculty Members in the School: 30**

The following instructional faculty members have reviewed the School-wide School Improvement Plan and understand their part in implementing it. (Please note that the original hard copy of the completed Faculty Assurance must be submitted.)

| NAME | TITLE/POSITION | SIGNATURE (in blue ink) | SIGNATURE DATE |
|---------------------|---------------------------|-------------------------|----------------|
| Lucas Adams | Band Instructor | | |
| Jonathan Autrey | Business Teacher/CTE | | |
| Kimberly Becnel | Art Instructor | | |
| Phyllis Broussard | PE Teacher/Health | | |
| Nicole Carter | ELA 8 Instructor | | |
| Elizabeth Doucet | Counselor | | |
| Christa Cunningham | AP ELA IV/Creative Writ | | |
| Anthony Fisher | French I and II | | |
| Rachaele Otto | Science Teacher | | |
| Marguerite Fontenot | Dance Instructor | | |
| Yolanda Guillory | Lab Facilitator | | |
| Jade Pitre | HS Social Studies Teacher | | |
| Kristina Jolivette | 7/8 Science Teacher | | |
| Richie Joubert | 7th ELA | | |

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|--------------------|---|--|--|
| Amy Landreneau | Teacher of Gifted | | |
| Carmen Leger | CTE | | |
| Cassie LeJeune | AP ELA III/ELA III Teacher/Librarian | | |
| Paul Mouton | ELA I, II, IV Teacher | | |
| Kimberley Kelly | Math 7/8 Teacher | | |
| Tim Ortego | HS Math Teacher | | |
| Richard Preston | HS Science/AP Bio | | |
| Dana Reed | Theatre Instructor | | |
| Michelle Reed | Fine Arts, Jr. High Art | | |
| Tracey Savoie | Hearing Impaired Teacher | | |
| Sarah Scott | HS Math/AP Stats Teacher | | |
| Brittany Schroeder | HS Social Studies Teacher | | |
| Corliss Smith | Chorus Instructor | | |
| Brodie Turner | Social Studies 7/8 Teacher | | |
| Kacie Kilpatrick | Physical Education | | |
| Dwaine Zeringue | SPED Teacher | | |

Component 1: 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 SWP.

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. **Please note that additional rows may be added to the charts as needed:**

| STRENGTHS | DATA SOURCE/INSTRUMENT |
|---|--|
| 1. High percentage of proficient and above in ELA | Louisiana Department of Education (LDOE) LEAP 2025 results |
| 2. High proficient rate Geometry | Louisiana Department of Education (LDOE) LEAP 2025 results |

| | |
|--|-----------------------------------|
| 3. Fewer than 5% of MACA students were expelled or suspended | JCampus |
| 4. MACA graduation rate remains above 96% | Louisiana Department of Education |
| 5. High strength of diploma (113.1) | LDOE |

Part IIa: List the contributing factors from the cognitive, attitudinal, perceptual, behavioral, and archival data of the previously identified strengths
Please note that additional rows may be added to the charts as needed:

| CONTRIBUTING FACTORS TO THE STRENGTHS | DATA SOURCE/INSTRUMENT |
|---|---|
| 1. Standards-based curriculum executed by administration and faculty/High Expectations from administration and faculty. | OnCourse/JCampus/Gradebook/Teacher observations |
| 2. Standards-based curriculum executed by administration and faculty/high expectations from administration and faculty. | OnCourse/JCampus/Gradebook/Teacher observations |
| 3. Discipline procedures/building relationships | PBIS/JCampus/student/parent conferences |
| 4. At-Risk students identified | JCampus, LDOE State Assessments, Faculty Meetings, WBLT |
| 5. Monitoring students schedule; requesting & guiding them into opportunities that will strengthen their diploma | IGP's/ Schedules/ Transcripts |

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 SWP.

Part Ib: Rank-order the identified areas of weaknesses (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources **Please note that additional rows may be added to the charts as needed:**

| WEAKNESSES | DATA SOURCE/INSTRUMENT |
|--|--|
| 1. State assessment science, social studies, and math scores need improvement | LEAP 2025 reports |
| 2. Insufficient teacher collaboration across disciplines | OnCourse lessons plans, observations, reflections, PLC's |
| 3. Too few students reach college benchmarks in the math, reading, and science areas of the ACT exam | ACT score reports |
| 4. Weakness in grammar | LEAP 2025 reports |

Part IIb: List the contributing factors from the cognitive, attitudinal, /perceptual, behavioral, and archival data of the previously identified weaknesses **Please note that additional rows may be added to the charts as needed:**

| CONTRIBUTING FACTORS TO THE WEAKNESSES | DATA SOURCE/INSTRUMENT |
|---|---------------------------|
| 1. Lack of variety of instructional sources to reach different learning styles / manipulatives / equipment / technology | LEAP 2025 reports |
| 2. Time constraints | Observations, reflections |
| 3. Timed assessments, weak decoding / application skills | ACT score reports |

Plan to Accomplish Student Achievement Goals

As you prepare to complete your school's Action Plan steps for each content area, keep the following in mind:

- What multiple measures of assessments will be used that will provide authentic assessment of students' achievement, skills, and competencies?

- What research did you review to support the use of this strategy and action plan?
- What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?
- How has the school integrated its available fiscal resources to support this strategy and action steps?
- How will each activity be monitored to ensure successful implementation of this strategy/action?
- How will we know that the activity has achieved its desired impact on student achievement?
- How will the school involve parents in the content area to increase student achievement?

English Language Arts Action Plan – Activities indicated should address all subgroups**Measurable Objective(s):**

- 1. MACA ELA teachers will implement district unit plans to effectively integrate reading, writing, language, research, speaking, and listening.**
- 2. Mastery and above scores on English I LEAP 2025 will increase from 83% to 85%**
- 3. Mastery and above scores on English II LEAP 2025 will increase from 91% to 92%**
- 4. Mastery and above scores on ELA 8 LEAP 2025 will increase from 93% to 94%**
- 5. Mastery and above scores on ELA 7 LEAP 2025 will increase from 69% to 71%**

List below the plan of action to accomplish student achievement objectives.

| Action Steps <i>(Evidence-Based Strategies & Practices)</i> | Staff Responsible | Timeline for Activity | | Resources Needed | | | Monitoring Plan | Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency) |
|---|--|-----------------------|-------|------------------|--------|--------|------------------------------|---|
| | | Begin | End | Resource | Source | Amount | | |
| Professional / Staff Development/PLCs: Teachers will attend all district level workshops/trainings, and attend and participate in 6 or more PLC meeting during the school year. | R. Joubert N. Carter P. Mouton C. LeJeune Cunningham | Aug. 11 | May25 | | | | Documentation of attendance. | Lesson Plans, Progress reports, report cards, classroom assessments, interim assessments, LEAP 2025, iReady assessments, Rubrics designed to assess project based learning, AP Exam results Student understanding and comprehension will be assessed by classroom teachers on a daily basis. |

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|---|--|--|--|--|--|---|---|---|
| | | | | | | | | Administrators will also monitor student progress by running reports from JCampus on an as needed basis. |
| | | | | | | | | |
| Instruction: Literary units, Close-reads, Learn Zillion, Google Classroom, SAVVAS Realize I Ready, LEAP aligned assessments, Interim tests. Utilize annotation packets to make connections between readings while honing close reading and analytical writing skills using the parish-created literary units Familiarize students with the standardized testing formats (LEAP 2025, ACT, AP) appropriate to their grade level through use of released test items, assessment guides, and incorporated into student assessments Differentiated/student choice activities in collaborative groups and individually on formative and summative assessments, ensuring that proficient and | | | | To Kill a Mocking Bird Supplemental book Homegoing by Yaa Gyasi Supplemental book All the Light We Cannot See Supplemental book Chrome book cases | Title I Title I Title I Title I | 407.70 241.20 214.80 1125.00 | *Progress reports *report cards *interim data *IReady data *observations *walkthroughs | Teachers, Instructional specialist, administration, district supervisors Weekly Student Assessments and results LEAP 2025 Test Results I Ready progress monitoring Review of weekly grades Grade distribution Actual results from state assessments |

| | | | | | | | | |
|--|--|--|--|---|---------------------------------------|--|--|--|
| non-proficient students are reached Attend PD meetings when offered | | | | center supplies: hole punch, colored pens and paper, paper cutter, correction tape etc Supplemental Language Arts Game bundle chart paper holder, games Computer mice and headsets | Title I Title I Title I | 283.27 108.95 212.89 379.25 | | |
|--|--|--|--|---|---------------------------------------|--|--|--|

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Mathematics Action Plan – Activities indicated should address all subgroups**Measurable Objective(s):**

1. Percentage of 8th grade students scoring mastery or above will increase from 65% to 67%
2. Percentage of 7th grade students scoring mastery or above will increase from 40% to 42%
3. Percentage of Algebra I students scoring Mastery will increase from 68% to 70%

List below the plan of action to accomplish student achievement objectives.

| Action Steps <i>(Evidence-Based Strategies & Practices)</i> | Staff Responsible | Timeline for Activity | | Resources Needed | | | Monitoring Plan | Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency) |
|--|-------------------|-----------------------|-----|------------------|--------|--------|-----------------|---|
| | | Begin | End | Resource | Source | Amount | | |

| | | | | | | | | |
|--|-----------------------------------|---------|--------|---|---------------------------------------|---|-----------------------------|--|
| Professional / Staff Development/PLCs: Teachers will attend all district level workshops/trainings and attend and participate in 6 or more PLC meeting during the school year. | S. Scott K. Kelly T. Ortego | Aug. 11 | May 25 | Math medic supplemental program Active Panel TI 30XS Calculators Math supplies—Cap erasers, timer batteries, sticky notes, tape, pencil sharpeners, index cards. etc | Title I Title I Title I | 240.00 2374.00 426.00 682.14 | Documentation of attendance | Lesson Plans, Progress reports, report cards, classroom assessments, interim assessments, LEAP 2025, IReady, Rubrics designed to assess project based learning, AP Exam results Student understanding and comprehension will be assessed by classroom teachers on a daily basis. Administrators will also monitor student progress by running reports from JCampus on an as needed basis. |
|--|-----------------------------------|---------|--------|---|---------------------------------------|---|-----------------------------|--|

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|--|--|--|--|--|------------------------|---|--|--|
| | | | | anglelegs , compas- ses, scissors , calculat- ors, games, stamps graph paper sticky Math Medic PD estimat- ed expens- es Ticket meals hotel mileag- e stipend | Title I Title I | 885.35 199 103 300 295 140 | | |
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| | | | | | | | | |
| Instruction: Teachers will: follow timelines and curriculum plan guidelines, use Ready Math, i-Ready resources, incorporate LEAP 2025 related items during instruction as well as on assessments, utilize cumulative testing, ACT bell ringers at start of class, incorporate ACT type problems into lessons and assessments, utilize End of Chapter problems in assessments, review assessment guides/ attend PD when offered | | | | | | *Progress monitoring through studyisland.com data *Progress reports *report cards *interim data *observations *walkthroughs | Teachers, Instructional specialist, administration, district supervisors Weekly Student Assessments and results LEAP 2025 Test Results Review of weekly grades Grade distribution Actual results from state assessments | |

Science Action Plan – Activities indicated should address all subgroups**Measurable Objective(s):**

1. Percentage of 7th grade students scoring Mastery or above will increase from 47% to 49%
2. Percentage of 8th grade students scoring Mastery or above will increase from 66% to 68%
3. 7th and 8th grade students will receive teacher instruction that will include a variety of stimulus materials to begin to meet the LDOE Science Standards
4. Percentage of Biology I students scoring Mastery or above will increase from 51% to 53%.

List below the plan of action to accomplish student achievement objectives.

| Action Steps <i>(Evidence-Based Strategies & Practices)</i> | Staff Responsible | Timeline for Activity | Resources Needed | Monitoring Plan | Evidence of Effectiveness <i>(indicate data instrument to be used, what will be</i> |
|--|-------------------|-----------------------|------------------|-----------------|--|
|--|-------------------|-----------------------|------------------|-----------------|--|

| | | Begi n | End | Resour ce | Source | Amou nt | | measured or assessed, by whom, and frequency) |
|---|---------------------------------------|-----------|--------|---|--|--|--|---|
| Professional / Staff Development/PLCs: Teachers will attend all district level workshops/trainings, and attend and participate in 6 or more PLC meeting during the school year. | R. Preston K. Jolivette R. Otto | Aug. 11 | May 25 | | | | Documentation of attendance | Lesson Plans, Progress reports, report cards, classroom assessments, interim assessments, LEAP 2025, Rubrics designed to assess project based learning, AP Exam results Student understanding and comprehension will be assessed by classroom teachers on a daily basis. Administrators will also monitor student progress by running reports from JCampus on an as needed basis. |
| Instruction: Adhere to the LCC pacing and scope & sequence; Student Assessments with teacher generated test and review items (Sample LEAP2025, AP, IHub), from the LDOE and with the use of timelines, diagrams, maps, graphs, discussions, Amplify science resources and other science resources and/or differentiated/student choice activities in collaborative groups | | Aug. 11 | May 25 | Kesler Science Membership supplemental materials Sink Sanitizer Owl Pellets | Title I Title I Title 1 Title I | 299 119 119.25 585.32 | *Progress monitoring through studyisland.com data *Progress reports *report cards *interim data *observations *walkthroughs | Teachers, Instructional specialist, administration, district supervisors Weekly Student Assessments and results LEAP 2025 Test Results Review of weekly grades Grade distribution Actual results from state assessments |

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| and individually on formative, summative, and cumulative assessments, ensuring that all proficient and non- proficient students are being reached | | | | Specimens/ dissecting blades Thermometers Pencils, color pencils, large clocks, sticky notes, globes, buzzers, glue, educational supplemental magazines for projects Science lab supplies: Stethoscopes, cell game, enzymes, chromatography paper, | Title I Title I Title I | 39.95 501.11 295.50 | | |
|---|--|--|--|---|-------------------------------|---------------------------|--|--|

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|--|--|--|--|---|--|--|--|--|--|
| | | | | urine strips, baromet er, newtonia n demonst rator | | | | | |
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Social Studies Action Plan – Activities indicated should address all subgroups

Measurable Objective(s): MACA Social Studies teachers will implement district unit plans to effectively integrate the understanding and use of key terms and themes, research, reading, writing, speaking, and listening.

1. Mastery or above scores for 8th grade LEAP 2025 will increase from 60% to 62%
2. Mastery or above scores for 7th grade LEAP 2025 will increase from 39% to 41%
3. Mastery or above scores for US History LEAP 2025 will increase 67% to 69%

List below the plan of action to accomplish student achievement objectives.

| Action Steps <i>(Evidence-Based Strategies & Practices)</i> | Staff Responsible | Timeline for Activity | | Resources Needed | | | Monitoring Plan | Evidence of Effectiveness <i>(indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)</i> |
|--|---------------------------------------|-----------------------|--------|--|---------|--------|--|---|
| | | Begin | End | Resource | Source | Amount | | |
| Professional / Staff Development/PLCs: Teachers will attend all district level workshops/trainings. Teachers will meet on a weekly basis during their planning period to collaborate about social studies fair, instructional strategies, and LEAP aligned assessments. | J. Pitre B. Turner B. Schroeder | Aug. 11 | May 25 | NA | NA | NA | Adhere to the LCC pacing and scope & sequence Administration observations Review of lesson plans and test binders each quarter | Compass Scores Weekly Student Assessments LEAP 2025 Test Results |
| Instruction: Lectures and student activities with test and review items (Sample LEAP 2025 questions), from the LDOE | B. Turner J. Pitre B. Schroeder | Aug. 11 | May 25 | educational display paper/center work paper, | Title I | 391.00 | Lesson plan checks Walkthroughs Observations PLC meetings Assessment Binders Checks | Teachers, Instructional specialist, administration, district supervisors LEAP 2025 Test Results Review of weekly grades Grade distribution |

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|--|--|--|--|-------------------------------------|--|--|---------------------------|---------------------------------------|
| Use of timelines, political cartoons, maps, graphs, debates, etc. Paper-based, audio, and visual primary sources, and other historical resources with the use of technology (chromebooks) Use of differentiated/student choice activities in collaborative groups and individually on formative, summative, and cumulative assessments, ensuring that all proficient and non-proficient students are being reached | | | | construction paper, project posters | | | Student Portfolios Checks | Actual results from state assessments |
|--|--|--|--|-------------------------------------|--|--|---------------------------|---------------------------------------|

ACT/WorkKeys Action Plan – Activities indicated should address all subgroups**Objective(s):**

1. Increase the percentage of graduating seniors with an ACT composite of 21 or higher from 50% to 52% Increase the percentage of graduating seniors with a WorkKeys score of silver or better from 81.5% to 83.5%
2. Increase the percentage of graduating seniors reaching the ELA College Readiness Benchmark 71% to 73%
3. Increase the percentage of graduating seniors reaching the Math College Readiness Benchmark 28.9% to 30%
4. Increase the percentage of graduating seniors reaching the Science College Readiness Benchmark 26% to 28%

List below the plan of action to accomplish student achievement objectives.

| Action Steps <i>(Evidence-Based Strategies & Practices)</i> | Staff Responsible | Timeline for Activity | | Resources Needed | | | Monitoring Plan | Evidence of Effectiveness <i>(indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)</i> |
|--|--|-----------------------|--------|------------------|--------|--------|---|--|
| | | Begin | End | Resource | Source | Amount | | |
| Professional / Staff Development/PLCs: Engage students in activities and lessons that are ACT aligned Have students participate in practice ACT exams Implement effective strategies in the classroom that allows students to practice smart test taking skills Include ACT type problems on each assessment. PD ACT training for teachers across all content areas. | All core academic High School classroom teachers | Aug. 11 | May 25 | | | | Lesson plans observations weekly assessments | observations, progress reports, report cards, ACT & Workkeys reports. |

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|--|--|--|--|---|--|---------------------------------------|--|--|
| Instruction: Implement smart test taking strategies into daily lessons Include ACT type problems on assessment Utilize ACT workbook problems as bell ringers Incorporate ACT problems where feasible into lessons | | | | ACT and Workkeys test 24 inch timers ACT BOOT camp workbooks ACT ELA supplemental workbook | Title 1 Title I Title 1 Title 1 | 291.50 199.98 1200.00 280.00 | | |
|--|--|--|--|---|--|---------------------------------------|--|--|

Advanced Placement – Activities indicated should address all subgroups**Objective(s):**

1. 100% of students enrolled in AP courses will take AP exam

List below the plan of action to accomplish student achievement objectives.

| Action Steps | Staff Responsible | Timeline for Activity | | Resources Needed | | | Monitoring Plan | Evidence of Effectiveness(indicate data instrument to be used, what will be measured or assessed, by whom, and frequency) |
|--|-----------------------------|-----------------------|----------|--|--|--|---|---|
| | | Begin | End | Resource | Source | Amount | | |
| Professional / Staff Development/PLCs: Implement effective strategies in the classroom that allows students to practice smart test taking skills Beyond the Bell tutoring , | All high school AP teachers | Aug. 2022 | May 2023 | Internal SATA drives AP Exams computers and monitors Where the Crawdads sing supplies | Title I Title I Title I Title I | 449.91 6484.00 5040.00 211.76 | Lesson plans observations weekly assessments | observations, progress reports, report cards |

| | | | | | | | | |
|--|--|--|--|-----------------|--|--|--|--|
| | | | | mental novel | | | | |
| Instruction: Have students take AP mock exams Implement smart test taking strategies into daily lessons Have students join class on College board and complete lessons as well | | | | | | | | |

CLEP – Activities indicated should address all subgroups**Objective(s):**

1. Students will be offered the opportunity to test in Spanish speaking, US History, Sociology, Psychology, College Math and English Composition

List below the plan of action to accomplish student achievement objectives.

| Action Steps | Staff Responsible | Timeline for Activity | | Resources Needed | | | Monitoring Plan | Evidence of Effectiveness(indicate data instrument to be used, what will be measured or assessed, by whom, and frequency) |
|--|-----------------------------|-----------------------|----------|------------------|--------|--------|---|---|
| | | Begin | End | Resource | Source | Amount | | |
| Professional / Staff Development/PLCs: Implement effective strategies in the classroom that allows students to practice smart test taking skills Share information about CLEP with parents and students | All high school AP teachers | Aug. 2021 | May 2022 | | | | Lesson plans observations weekly assessments | observations, progress reports, report cards |

| | | | | | | | | |
|---|--|--|--|----------------|---------|----------|--|--|
| Instruction: Have students review practice materials and complete practice exam Have students register by setting up an account Implement smart test taking strategies into daily lessons Have students review video tutorials | | | | CLEP vouche rs | Title I | 1350.0 0 | | |
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Graduation Rate/Strength of Diploma Action Plan – Activities indicated should address all subgroups**Objective(s):**

1. Maintain a graduation rate above 90%
2. Allow every AP student the opportunity to earn a qualifying score of 3 or better
3. Maintain percent of students earning 1 or more IBC (90%)

List below the plan of action to accomplish student achievement objectives.

| Action Steps <i>(Evidence-Based Strategies & Practices)</i> | Staff Responsible | Timeline for Activity | | Resources Needed | | | Monitoring Plan | Evidence of Effectiveness <i>(indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)</i> |
|---|---|-----------------------|----------|------------------|--------|--------|---|--|
| | | Begin | End | Resource | Source | Amount | | |
| Professional / Staff Development/PLCs: On-site PD will put emphasis on monitoring students across the curriculum in their progress toward graduation. Faculty and staff will stay in continuous communication with each other to discuss any particular students and concerns encountered throughout the year. Administration and Counselor will continue to hand schedule students, helping to select courses which will benefit the student and help earn them college credits as well as IBC's/credentials. | Administration, Counselor, academic teachers, business teachers | Aug. 2022 | May 2023 | | | | PLC Collaboration, report cards, master schedule, transcripts, progress reports, lesson plans | EOY graduation results, AP exam results, number of students earning IBC's. |

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|---|--|--|--|--|--|--|--|--|
| Instruction: Teachers of AP classes will prep students for EOY AP exam, CTE teachers will prep and test students within their perspective IBC credential when students are ready. | | | | | | | | |
|---|--|--|--|--|--|--|--|--|

A school's comprehensive needs assessment data often identifies underlying factors (beyond the curriculum) which may impede student achievement and warrant immediate focus. Examples of such factors include teacher retention, ethical and professional practices, leadership development, student/teacher attendance, daily school operations, effective goal setting, collaborative practices, and discipline. Developing an action plan to address such critical needs within the school improvement plan is encouraged but not mandatory.

(Other)

Action Plan – Activities indicated should address all subgroups**Measurable Objective(s):**

List below the plan of action to accomplish student achievement objectives.

| Action Steps <i>(Evidence-Based Strategies & Practices)</i> | Staff Responsible | Timeline for Activity | | Resources Needed | | | Monitoring Plan | Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency) |
|--|-------------------|-----------------------|-----|------------------|--------|--------|-----------------|---|
| | | Begin | End | Resource | Source | Amount | | |
| Professional / Staff Development/PLCs: | | | | | | | | |
| Instruction: | | | | | | | | |