

Standard 7: Commitment to Continuous Improvement

The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

West Feliciana Parish School System (WFPSS) is committed to a process of continuous improvement in providing high quality educational services to all students. The Curriculum Leadership Team and SACS/CASI Leadership Team provide direction and feedback in planning, analysis, and development of the educational process. This process begins with careful examination of academic testing data and stakeholder surveys. Stakeholder input from students, parents, teachers, support staff, administrators and the community tells how well the district responds to the needs of students and how effective it is in designing an educational plan to meet individual needs. The continuous improvement process integrates curricula, professional development, and stakeholder involvement to improve student performance. In the District Improvement Process, a committee of stakeholders analyzes various data; determine strengths and weaknesses; and analyze underlying causes for the strengths and weaknesses. This data is used to create an action plan aligning school functions with student expectations. The continuous improvement process includes regular review of the vision and purpose of the school system and evaluates the effectiveness of instructional programs.

WFPSS maintains a full and current description of its students using SIS and SASI databases. Data sources such as iLEAP, LEAP, GEE, DRA, DIBELS, SER, IEP's, progress reports, and report cards give concise information concerning student performance. The system reviews this data to make decisions regarding instruction for individual students and to address issues

concerning curriculum and/or teaching strategies. Additional demographic and socio-economic data are derived from local, state, and federal government agencies to assist with decision-making. WFPSS continually observes student performance to determine if each student is meeting expected growth targets. The District provides “matched pairs” data, which teachers use to monitor individual student progress from year to year. By looking closely at each student’s data from year to year, teachers are able to compare student performance with expected performance and use strategies/interventions to close any gaps. Teachers formally and informally assess students daily using a variety of techniques.

The District Improvement Plan establishes goals and interventions to improve student performance. Each school utilizes specific strategies and programs to increase learning and to address achievement gaps. Programs in place include Even Start, Early Head Start, Head Start, universal Pre-K, Project Success (after school and summer remediation, enrichment, and minority enhancement programs), ESYP, PAC, transition classes at pivotal grade levels, Odyssey Learning Labs, Synergistics/PAMS Labs, school-level reading initiatives, Ninth Grade Academy, and advanced courses. The Family Service Center provides nurses and volunteer physicians to make available to students medical services to meet their physical, mental, and emotional needs.

The District Improvement Plan guides continuous improvement and monitors progress toward meeting goals and objectives. Committee members from each school start the process of creating the district plan by analyzing data and test scores to create a working document that becomes

the framework of the plan. A draft of the plan is shared with stakeholders throughout the district for input and feedback. When the plan is finalized, it is presented to the schools for implementation. Each school then writes a School Improvement Plan, which mirrors and supports the district's goals and objectives, while addressing the individual needs of each school site. Each school submits a plan to supervisors for feedback, revision, and approval. Approved plans are implemented at the school level with careful attention and dynamic intent.

The district adheres to the Louisiana Department of Education accountability system and the national NCLB Act. The District has established Monitoring Teams, which visit each school site twice a year, evaluating school effectiveness, making commendations and recommendations. These teams, made up of central office supervisors, administrators from other school sites and National Board certified teachers, monitor use of the Comprehensive Curriculum, evaluate the continuous improvement process, and assess school climate. In addition, the Superintendent and central office Supervisors monitor schools on a regular basis, offering direction and assistance. The Superintendent, supervisors, and administrators are required to spend at least ten hours each year teaching a class, or be directly involved in classroom instruction.

Instructional staff members at each school are dedicated to the process of continuous improvement. Teachers regularly collaborate at grade levels, team meetings, and participate in professional development activities at school and district levels to become proficient in strategies to improve student achievement. They attend and act as presenters at conferences and

workshops on the local, state and national levels. Administrators monitor teachers formally and informally. To coordinate district achievement and goals, principals and supervisors meet regularly with the Superintendent to review progress.

The District's core curriculum is based on the Louisiana Comprehensive Curriculum (LCC), a working document that is continuously reviewed and changed utilizing input from teachers and districts across the state. Teachers from WFPSS are active participants in this revision process. Working in grade level and content area groups throughout the school year, teachers review and revise curriculum activities and resources. Faculty and staff share information on effective instructional delivery, implementation strategies, and modifications for individual learning needs. To provide continuous improvement, school principals may target specific areas, as indicated in the School Improvement Plan, during the nine professional development days during the school year.

Communication with stakeholders is a valuable component of the district continuous improvement plan. As the visionary leader, the Superintendent is eager to share the performance of the district to any interested organization or business. Schools send out monthly newsletters. Grade levels and individual teachers send newsletters home regularly, some weekly. Class and grade newsletters include information on GLEs, skills taught, test dates, and important events and notes. Schools post homework assignments and other useful information on line for parents and students. Information is available to stakeholders on the West Feliciana Parish School

Web Site. (www.wfpsb.org). School and District Report Cards are sent home when they are issued by the State Department.

West Feliciana Parish School System embraces the principle of teamwork. When everyone works together as a team the most successful outcomes are achieved. With teachers and students setting high expectations, the students of West Feliciana will be ready to take their place as productive and responsible citizens in this global society.