

GOAL I: To improve student academic performance school-wide.	SCHOOL PERFORMANCE SCORE: 100.1	GROWTH TARGET: 102.1
Prioritized Need Addressed by this Goal: Standardized test results indicated 88% of the students scored approaching basic or above on the 2007 GEE 21 in English.		
OBJECTIVE I: To move 10% of 10 th grade students up one performance level; to increase ACT reading and English scores to the national average or above in 2008.	RESEARCHED-BASED STRATEGY I: Assessment and modes of instruction should focus on school's curriculum and state assessments to promote student growth toward curricular goals.	

ACTION PLAN

EXPECTED IMPACT (Observable Change)	ACTIVITIES	PERSON(S) RESPONSIBLE	TARGET AUDIENCE AND TIMELINE	1. 2. 3.	FUNDING SOURCES OBJECT CODE COST	PROCEDURES FOR EVALUATING EACH ACTIVITY
Students will be assigned novels to read and respond to during the summer to improve reading comprehension and responding skills.	Summer reading lists with options, varied activities, and assessment will continue to be developed.	All English teachers	9-12 grade English students Summer 2008			Reading journals, objective tests, alternative assessment, and discussion groups
A diagnostic tool will be used at the beginning and end of the school year to determine current reading level.	STAR assessment in the Plato Lab with analysis by teacher will be conducted at the beginning and end of the school year term.	Sharon Vessel, Plato Lab Manager and English teachers	9-12 grade English students August 2007 pre test and May 2008 post-test			Comparison of pre-test and post-test scores
Teachers at each grade level will provide students with opportunities to read, analyze, and respond to grade level literary genres and cross-curriculum texts.	The student will identify and explain the significance of various literary devices in fiction, nonfiction, poetry, and texts based on curriculum design for each grade level.	All English teachers	9-12 grade English students 2007-2008 school year			Reading journals, objective tests, written responses, special projects, and discussion groups
Students use a variety of resources for individual learning.	Students conduct research on topics for enrichment assignments and projects using a variety of library and electronic sources.	English teachers and Librarian	9-12 grade English students 2007-2008 school year			Rubrics, peer evaluations, objective tests, and writing process evaluations
Students who are familiar with GLE terms will be better prepared for standardized tests.	Incorporate 100 GLE key English concepts in daily lesson plans.	All English teachers	All English students Daily throughout the school year			Check quizzes, vocabulary checks, and posted words on word wall

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				1.	2.	3.	
Students apply active listening, speaking, and cooperative skills using a variety of roles in group activities.	Students will work in cooperative groups in literary discussions, development of special projects, and peer evaluations of student writing.	All English teachers	All English students Several times during each 6 week period				Oral presentations, rubrics, publication of written work, presentations and explanations of final projects
Students who take advanced English courses will be better prepared for standardized tests and advanced placement tests.	Initiate individual recruitment for potential students to enroll in honors and advanced placement courses.	Counselors and teachers	Parents and students During spring scheduling				Surveys, phone calls to parents, and student committees
Teachers will address weaknesses and strengths of individual students to better accommodate learning.	Students will take a pre-test and post-test on grammar, reading, and vocabulary skills.	All English teachers	All English teachers August 2007-May 2008				Test scores and item analysis
Daily test practice will improve test performance.	Students will complete daily practice drills on GLE grammar, reading, and vocabulary skills to prepare for standardized tests.	All English teachers	9-12 English students 2007-2008 school year				Daily performance checks and assessment

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<p>OBJECTIVE I: To increase the passing rate on the 2008 GEE 21 from 91% to 92%; to increase the percent of students who score at or above basic on the 2008 GEE from 75% to 80%; to increase the 2007-2008 ACT mathematics scores to the national average or above.</p>	<p>RESEARCHED-BASED STRATEGY I: The extent of students' opportunity to learn mathematics content bears directly and decisively on student mathematics achievement.</p>	

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<p>Students involved in small group, after-school instruction will improve achievement test results.</p>	<p>Provide tutorial sessions for students who previously failed or are at risk of failing the mathematics portion of the 2008 GEE. (Learning to Learn Skill)</p>	<p>All math teachers</p>	<p>All math students who scored unsatisfactory on the mathematics section of the 2007 GEE 21, and students at risk of failing the 2008 GEE 21</p> <p>August 2007-March 2008</p>				<p>Test scores for re-testers and student survey</p>
<p>Daily test practice will improve test performance.</p>	<p>Provide standardized test practice questions daily.</p>	<p>All math teachers</p>	<p>All math students</p> <p>August 2007-March 2008</p>				<p>Weekly quizzes and journals</p>
<p>Students who are familiar with GLE terms will be better prepared for GEE 21.</p>	<p>Incorporate 100 GLE Key math concepts in daily lesson plans.</p>	<p>9th and 10th grade math teachers and selected elective teachers</p>	<p>9th and 10th grade students</p> <p>August 2007-March 2008</p>				<p>Weekly quizzes and word wall</p>
<p>Test practice will improve test performance.</p>	<p>Increase the amount of GEE practice by using the PASS program on the Louisiana Department of Education website, the Louisiana GEE Coach program, Soaring Scores, GEE practice test, and ACT practice programs.</p>	<p>All math teachers</p>	<p>All math students</p> <p>August 2007-March 2008</p>				<p>Score reports and data analysis of 2007 GEE and ACT results; PASS results; GEE Practice test results; SOAR test results</p>

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<p>Students who have been exposed to GLEs and are being tested should perform better on the 2008 GEE test.</p>	<p>Align ninth and tenth grade math courses for March-March teaching based on the Louisiana Grade Level Expectations</p>	<p>All 9th and 10th grade Math teachers</p>	<p>9th and 10th grade math students August 2007-March 2008</p>				<p>Score reports and data analysis of 2007-08 GEE results, pre-post testing results</p>
<p>Students who take higher level math courses develop higher order thinking skills and score higher on the mathematics portion of the ACT.</p>	<p>Initiate individual recruiting of potential students to enroll in advanced math classes.</p>	<p>10th and 11th grade math teachers</p>	<p>10th and 11th grade math students August 2007-March 2008</p>				<p>2007-08 ACT mathematics score reports</p>
<p>Data analysis and analytical writing from real-life problems will improve writing skills, critical-thinking skills, and current event knowledge.</p>	<p>Students will engage in analysis and analytical writing using data found in real-life problems.</p>	<p>All math teachers</p>	<p>9th, 10th, and 11th grade math students August 2007-March 2008</p>				<p>Cross-curriculum projects, periodical analysis, score reports and data analysis of 2007-08 GEE data analysis section results</p>

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<p>OBJECTIVE I: To increase the percentage of students scoring approaching basic or above from 96% to 98% on the 2008 GEE 21 test; to increase ACT science scores to the national average or above.</p>	<p>RESEARCHED-BASED STRATEGY I: Exploration, invention and application results in better content achievement, improved thinking skills, and more positive attitudes toward science.</p>	

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EXPECTED IMPACT (Observable Change)	ACTIVITIES	PERSON(S) RESPONSIBLE	TARGET AUDIENCE AND TIMELINE	4. FUNDING SOURCES 5. OBJECT 6. CODE COST	PROCEDURES FOR EVALUATING EACH ACTIVITY
Students' use of technology should increase test scores.	Integrate technology in science lessons with computers, calculators, CBLs, digital cameras, and online textbook resources.	All science teachers	9-12 grade science students August 2007-March 2008		Lesson plans and observations
Daily test practice will improve test performance	Use practice GEE 21 type questions on all tests and journal questions.	All science teachers	9-12 grade science students August 2007-March 2008		Test copies and student journals
Students who review all areas of science during the testing year should perform better on standardized tests.	Incorporate inquiry, physical science, life, earth, and environmental science concepts in all science classes.	All science teachers	9-12 grade science students August 2007-March 2008		Lesson plans, tests, and observations
Students participating in scientific investigations will perform better in "Science as an Inquiry."	Students develop science fair projects with research papers to compete in local, regional, and state science fair.	Biology and physics teachers	All 10 th grade and physics students August 2007-March 2008		Student project displays at science fair and newspaper articles
Hands-on inquiry type lessons better prepare students for standardized tests.	Compare anatomy and physiology as students dissect sea anemone, squid, shark, crawfish, perch, fetal pig, echinoderms, frogs, and owl pellets.	Biology teachers	10 th -12 th grade biology Students January 2008-April 2008		Lesson plans and student laboratory reports
Working in cooperative groups develops leadership, communication skills, and increases achievement.	Employ the scientific method for cooperative group laboratories in science lessons.	All science teachers	9-12 grade science students August 2007-March 2008		Lesson plans and cooperative group student laboratory reports

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EXPECTED IMPACT (Observable Change)	ACTIVITIES	PERSON(S) RESPONSIBLE	TARGET AUDIENCE AND TIMELINE	7. FUNDING SOURCES 8. OBJECT 9. CODE COST	PROCEDURES FOR EVALUATING EACH ACTIVITY
Students who are familiar with GLE terms will be better prepared for standardized tests.	Incorporate 100 Key GLE Key science concepts in daily lesson plans.	All science teachers and selected elective teachers	9-12 grade science students August 2007-March 2008		Display of terms on word wall and student vocabulary quizzes
Coordination of the teaching of all science courses will ensure that all benchmarks and GLEs are taught by the end of the eleventh grade.	Conduct monthly science department meetings for science teachers to align curriculum with science benchmarks and grade level expectations and to update the science curriculum maps.	Science department chairman	9-11 grade science students August 2007-March 2008		Science department meeting agendas, minutes, and sign-in sheets
Teacher training will impact student test performance.	Incorporate WOW standards and other techniques learned from teacher in-service sessions.	All science teachers	9-12 grade science students June 2007-May 2008		Lesson plans and observations
Student participation increases self-esteem, confidence, and academic achievement.	At risk and low-performing students participate in regional science fair, literary rally, "Day with the Doctors" Program, and "A-HEC of a Summer" Medical Program.	All science teachers	9-12 grade science students 2007-2008 school year		Guidance records and student applications
Writing practice will improve test performance.	Incorporate writing and research skills weekly in science through journals, written laboratory reports, observations and data analysis.	All science teachers and librarian	9-12 grade science students August 2007-2008 school year		Student journals, tests, and laboratory reports
Teachers address immediate needs of students and target potential failures.	Administer a science pre-test and post-test to assess student needs and progress.	All science teachers	9-12 grade science students 2007-2008 school years		Comparison of test score results

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<p>OBJECTIVE I: To increase the percentage of students scoring approaching basic level or above from 89% to 91% on the 2008 GEE 21 social studies test.</p>	<p>RESEARCHED-BASED STRATEGY I: Students taught in thoughtful classrooms with atmosphere that promotes higher-order thinking, will find social studies to be challenging and engaging.</p>	

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Involvement and responsibility will increase self confidence, learning, and test scores.	Involve target students in leadership roles and class discussions.	All social studies teachers	All social studies students 2007-2008 school year				Formal and informal observations, lesson plans, departmental meeting minutes, and rubrics
Greater student involvement in honors and advanced placement social studies courses will enhance achievement and test scores.	Initiate individual recruiting to enroll more students in honors and advanced placement social studies courses.	All social studies teachers, guidance counselors, administrators, and parents	All social studies students 2007-2008 school year				Comparisons of class enrollments from previous years
Daily test practice will improve test scores.	Increase the amount of GEE practice by using the <u>PASS</u> program on the Louisiana Department of Education website and by using the <u>Passing the iLEAP</u> workbook.	All social studies teachers	11 th grade social studies students 2007-2008 school year				Results on PASS test, lesson plans, and rubrics
Students who are familiar with GLE terms will be better prepared for standardized tests.	Incorporate the use of 100 KEY Grade Level Expectation concepts from each sub-category into every social studies class.	All social studies teachers	All social studies students 2007-2008 school year				Lesson plans, classroom observations, student assessments, word wall, and rubrics
Teachers address immediate needs and target potential failures prior to the test to increase test scores.	Administer social studies pre-test and post-test to be given at appropriate times in the year which can be used to assess student needs and progress.	All social studies teachers	All social studies students 2007-2008 school year				Test scores and results of item analysis

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				FUNDING SOURCES	OBJECT	COST	
Social studies skills practice will increase test scores, especially in reference skills.	Practice social studies skills daily by using map, chart, and political cartoon activities as opening assignments.	All social studies teachers	All social studies students 2007-2008 school year				Bell ringer files or journals, lesson plans, formal and informal observations, and rubrics
Coordination within the department will help develop a better plan for test preparation.	Develop a course map which will include a plan for the year and include standards, benchmarks, and GLEs in each social studies course.	All social studies teachers	All social studies teachers and administration 2007-2008 school year				Finalized Course Maps, Peer review, and Administration review
Social studies skills practice will increase test scores.	Develop social studies research and writing skills with activities such as the social studies fair, Holocaust week, and Civil Rights Program.	All social studies teachers	All social studies students 2007-2008 school year				Classroom observation, student performance, and rubrics

<p>GOAL II: To improve teaching and learning strategies throughout the curriculum so as to address the needs of all students.</p> <p>Prioritized Need Addressed by this Goal: Based on survey results more communication and cooperation among central office, administrators, staff members, and paraprofessionals are necessary to improve student achievement.</p>	<p>SCHOOL PERFORMANCE SCORE:</p> <p style="text-align: center;">100.1</p>	<p>GROWTH TARGET:</p> <p style="text-align: center;">102.1</p>
<p>OBJECTIVE I: Improve student achievement through curriculum development and staff development with focuses on improving teaching strategies, utilizing technology, and effective communication among staff, parents, and students.</p>	<p>RESEARCHED-BASED STRATEGY I: Staff development must have at its core members who accept responsibility for high levels of learning of all students. Teachers must meet regularly to learn, plan, and support one another in the process of continuous improvement.</p>	

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Teacher training will impact student and curricular needs.	WOW, PIE, GLEEM and Positive Behavior Training teaching strategies were modeled at teacher in-service sessions and used in classroom lessons. Each teacher was provided a copy of <u>Working on the Work</u> and <u>Transforming the Difficult Child</u> book.	Staff members	All students August 2007-May 2008				Lesson plans, observations, summer and school year in-service
Faculty cooperation and communication will affect teaching strategies and student achievement.	Staff members participate in grade-level and department in-service meetings to coordinate lessons and to identify student needs.	Administrators	All staff August 2007-May 2008				Meeting minutes, agendas, sign-in sheets and lesson plans with GLEs, timelines, unit tests, and student test scores
Technology use improves teaching and student learning.	Continue the use of Plato and PAMS labs, update technology and provide teacher training throughout the school.	Administrators	All staff and students August 2007–May 2008				Observations, SASI grades, e-mail contacts, lesson plans

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Students grow academically and gain deeper insights into the subject matter through enrichment activities and participation in special events.	Continue to develop and implement curriculum extensions and events throughout the school year while encouraging student participation.	Administrators and staff members	All students 2007-2008 school year				Student participation in Renaissance Festival, Holocaust Week, and Civil Rights week, science and social studies fairs, A-HEC of a Summer program agenda, band and choir competition schedules, field trip participation lists, drama and speech community performances, student research papers, projects, summer reading lists, and student art shows
Participation in the Options Program provides students skills to obtain a GED diploma and/or a skills certificate.	Students are provided two hours daily of GED preparation and one hour of work ethics and electives in the career area of their choice. Opportunities are available to attend LA Technical College and community based work programs.	GED teachers, Options director and guidance	Options Program participant 2007-2008 school year				GED passing rate and attainment of skill certificate

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The Ninth Grade Academy concept better prepares students for higher grade levels academically, socially, and emotionally while enhancing good behavior.	Core teacher teams meet daily for one hour to coordinate lessons, plan special events, discuss potential behavior problems, counsel with students, and communicate with parents.	Teaming leaders	Ninth grade students, teachers, and parents 2007-2008 school year				Daily team meeting minutes

ACTION PLAN BIBLIOGRAPHY

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