

TANGIPAHOA PARISH SCHOOL SYSTEM

Commitment to Academic Proficiency

***A Focus on Academic Improvement in Each
School and the Entire District***

**Six-Year Initiative for Academic Growth
June 2017 through June 2022**

Mark Kolwe, Superintendent

SUPERINTENDENT'S MESSAGE

Tangipahoa Parish as a district must focus on preparing our students to be competitive on a national and international level. The district, and each individual school, must reach desired goals of academic progress.

Improvement requires that we analyze our problems, develop solutions and implement activities.

Tangipahoa Parish made progress in the earlier steps in accountability which resulted in various successes with most of the schools receiving performance scores denoting academic progress. At this time of a new era of leadership, we see an urgency to bring this school district to a level of educational excellence. This will be a journey that will require the collaboration of all constituencies for new achievements.

I extend sincere appreciation to all persons participating in efforts to bring this initiative for academic growth to fruition. Many hours were devoted to ensuring all stakeholders received opportunity for input. All written comments were reviewed and addressed. I know many more hours of planning and implementation will be needed to meet district goals. I sincerely ask that each of you join in this effort to define the greatest opportunities for all our students.

Sincerely,

Mark Kolwe, Superintendent
Tangipahoa Parish School System

VISION, MISSION, BELIEFS AND VALUES AS DEFINED BY LOUISIANA DEPARTMENT OF EDUCATION

VISION

In our efforts to create a world-class educational system, Tangipahoa Parish Schools, strives to elevate the quality, meaningful use, & coherence of activities, materials and curriculum to cultivate a strong foundation of improved instructional practice through empowered students.

MOTTO Excellence every day!!

MISSION

Improve academic performance for all students, eliminate achievement gaps and prepare students to be effective citizens in a global market.

BELIEFS

- All children can learn and achieve at significantly higher levels.
- All students must have the opportunity for high quality education to realize their potential.
- Schools must be safe, orderly and drug free.
- Parent, family and community involvement are critical for student achievement.
- All schools must be physically, fiscally and educationally effective.
- Students should be college- career- and life-ready.
- All students deserve a great teacher.

VALUES

- E Excellence in education for children
- D Dignity and diversity, which create a culture where different ideas are respected and embraced
- U Unity of vision and mission
- C Commitment to continuous improvement in every school through collaborative practices
- A Academic achievement is our constant focus for every child in Tangipahoa Parish
- T Teachers building positive relationships with students and families
- I Involvement of every stakeholder in educating the students of our district
- O Opportunities for all children to engage in standards based learning
- N “Nothing but the best” as our philosophy for every child, in every school and in our school district.

INTRODUCTION TO THE PLAN

As defined by the “Performance Level Expectations” listed on the following pages the commitment of the Tangipahoa Parish School System and of each individual school is extremely clear. Academic performance in the district schools must no longer continue at low incremental growth stages but must become the highest priority for each upcoming year. The charts display the Performance Levels that will determine the goals for each and every school. Only when schools improve will the district academic performance improve. Therefore, all facets of the district and each school must be directed to academic improvement that includes even greater direction, support and monitoring of actions in all schools.

The following charts will be updated when assessment results are available and each School Report Card is produced and released publicly in the fall by the Louisiana Department of Education. In 2016 various gains were experienced in some schools due to focus on using data, increased student work, Professional Learning Communities (PLC's) network support visits in schools which enhances our strategy of distributed leadership and capacity building.

To attain the set of incremental expectations for each school, numerous actions proven to increase student academic achievement will be implemented. The focus areas provide starting points for the improvement needed. Most actions are interrelated, address immediate needs, require detailed planning, need strong leadership, include scheduled collaboration, state strong expectations and will demonstrate results. Therein lies the process for determining the value of included processes, programs and plans.

The current plan was developed using a variety of sources, including:

- Written guidance for education in Louisiana as outlined by the Louisiana Department of Education
- School Improvement Best Practices
- *Correlates of Effective Schools* providing over thirty years of research regarding factors that improve school academic performance
- Examination of strategic plans from other school districts in and out of state
- Scanning a variety of current literature and State initiatives
- Discussions held with all instructional staff leaders in the district with follow-up response and input from other stakeholders
- Summative data from a myriad of documents in the district

TANGIPAHOA PARISH SCHOOL SYSTEM

Performance Level Expectations

After implementing statewide LEAP assessments in 1998 and 1999, Louisiana reported elementary and middle school results for the first time in 2000 using a star-rating system. In 2002, high school results were reported publicly for the first time. In 2011, Louisiana transitioned to reporting using letter grades, rather than stars. In the coming years, Louisiana will continue to raise expectations so as to ensure that, by 2025, “A” schools average mastery of the content – a signal of true readiness.

The following Performance Level format was then designed for schools and districts:

<u>Letter Grade</u>	<u>Standard SPS Range</u>
A	100.0-150.00
B	85.0-99.9
C	70.0-84.9
D	50.0-69.9
F	Below 50.0
Academically Unacceptable	SPS below 50

Over the next six years there is much progress yet to be made. For Tangipahoa Parish School System to achieve this ambitious mandate, a steadfast commitment to accelerated progress for the district as well as each school has been outlined below:

Commitment 1: By 2022 the Tangipahoa Parish School System will achieve a minimum District Performance Letter grade of A.

Tangipahoa Parish School System District Performance Score (DPS) Commitment Continuum

2016 DPS TANGIPAHOA PARISH	2016 PERFORMANCE LEVEL	Incremental Expectations For Performance Levels					
		2018		2020		2022	
		2017	2018	2019	2020	2021	2022
	C	C	C	B	B	A	A

Commitment 2: By 2022, all system schools will achieve a minimum Performance Level of C.

Incremental Expectations: By 2018:

All current F schools will achieve a D letter grade.

All D schools will achieve a C letter grade.

By 2020:

All C schools will achieve a B letter grade.

All B schools will maintain a B letter grade.

By 2022:

All B schools will achieve an A letter grade.

All A schools will maintain an A letter grade.

TANGIPAHOA PARISH SCHOOL SYSTEM
Performance Level Expectations

Commitment: By 2022, all schools will achieve a minimum C letter grade.

Incremental Expectations:

- By 2018:
 All current F schools will achieve a D letter grade.
 All D schools will achieve a C letter grade
- By 2020:
 All C schools will achieve a B letter grade.
 All B schools will maintain a B letter grade.
- By 2022:
 All B schools will achieve an A letter grade.
 All A schools will maintain an A letter grade.

<u>Letter Grade</u>	<u>Standard SPS Range</u>
A	100.0-150.0
B	85.0- 99.9
C	70.0-84.9
D	50.0-69.9
F	Below 50
Academically Unacceptable SPS below 50	

Commitment Continuum

Amite School District	2016 SPS	2016 Letter Grade	Incremental Expectations For Performance Levels					
			2018		2020		2022	
			2017	2018	2019	2020	2021	2022
Amite Elementary	69.6	C	C	C	C	C	B	B
Roseland Montessori	69.3	C	C	C	B	B	B	B
Amite Westside Middle	64.1	D	D	D	C	C	C	C
Amite High Magnet	67.6	D	D	D	C	C	C	C

TANGIPAHOA PARISH SCHOOL SYSTEM

Performance Level Expectations

Commitment: By 2022, all schools will achieve a minimum Performance Level of C.

Incremental Expectations:

By 2018:

All current F schools will achieve a D letter grade.

All D schools will achieve a C letter grade.

By 2020:

All C schools will achieve a B letter grade.

All B schools will maintain a B letter grade.

By 2022:

All B schools will achieve an A letter grade.

All A schools will maintain an A letter grade.

<u>Letter Grade</u>	<u>Standard SPS Range</u>
A	100.0-150.0
B	85.0- 99.9
C	70.0-84.9
D	50.0-69.9
F	Below 50.0
Academically Unacceptable	SPS below 50

Commitment Continuum

Hammond School District	2016 SPS	2016 Letter Grade	Incremental Expectations For Performance Levels					
			2018		2020		2022	
			2017	2018	2019	2020	2021	2022
Woodland Park Magnet	75.0	C	C	C	C	C	C	B
Hammond Eastside Magnet	75.0	C	C	C	C	B	B	B
Hammond Westside Montessori	43.6	F	F	F	D	D	D	C
Greenville Park Leadership Academy	55.5	D	D	D	D	C	C	C
Southeastern Lab**	110.4	A	A	A	A	A	A	A
Hammond High Magnet*	75.0	C	C	C	C	C	C	B

*Hammond High feeder schools may also include Champ Cooper, Lucille Nesom Memorial, Southeastern Lab School and other Hammond area non-public schools. **Southeastern Lab School utilizes specific enrollment criteria.

TANGIPAHOA PARISH SCHOOL SYSTEM

Performance Level Expectations

Commitment: By 2022, all schools will achieve a minimum Performance Level of C.

Incremental Expectations:

By 2018:

All current F schools will achieve a D letter grade.

All D schools will achieve a C letter grade.

By 2020:

All C schools will achieve a B letter grade.

All B schools will maintain a B letter grade.

By 2022:

All B schools will achieve an A letter grade.

All A schools will maintain an A letter grade.

<u>Letter Grade</u>	<u>Standard SPS Range</u>
A	100.0 -150.0
B	85.0- 99.9
C	70.0- 84.9
D	50.0- 69.9
F	Below 50.0
Academically Unacceptable	SPS below 50

Commitment Continuum

Independence School District	2016 SPS	2016 Letter Grade	Incremental Expectations For Performance Levels					
			2018		2020		2022	
			2017	2018	2019	2020	2021	2022
Independence Leadership Academy	82.7	C	C	C	B	B	B	B
Independence Magnet	59.3	D	D	D	C	C	C	
Independence High	67.0	D	D	D	C	C	C	

Independence School District	2016 SPS	2016 Letter Grade	Incremental Expectations For Performance Levels					
			2018		2020		2022	
			2017	2018	2019	2020	2021	2022
Midway Elementary	64.0	D	D	D	C	C	C	C
Natalbany Middle	64.0	D	D	D	C	C	C	C
Lucille Nesom Memorial	73.6	C	C	C	B	B	B	

*Independence High School feeder schools may also include Lucille Nesom Memorial School and Independence area non-public schools.

TANGIPAOA PARISH SCHOOL SYSTEM

Performance Level Expectations

Commitment: By 2022, all schools will achieve a minimum Performance Level of C.

Incremental Expectations:

By 2018:

All current F schools will achieve a D letter grade.

All D schools will achieve a C letter grade.

By 2020:

All C schools will achieve a B letter grade.

All B schools will maintain a B letter grade.

By 2022:

All B schools will achieve an A letter grade.

All A schools will maintain an A letter grade.

<u>Letter Grade</u>	<u>Standard SPS Range</u>
A	100.0 -150.0
B	85.0- 99.9
C	70.0- 84.9
D	50.0- 69.9
F	Below 50.0

Academically Unacceptable SPS below 50

Commitment Continuum

Kentwood School District	2016 SPS	2016 Letter Grade	Incremental Expectations For Performance Levels					
			2018		2020		2022	
			2017	2018	2019	2020	2021	2022
O. W. Dillon Leadership Academy	41.9	F	F	D	D	D	C	C
Kentwood High Magnet	74.5	C	C	C	C	C	B	B

TANGIPAHOA PARISH SCHOOL SYSTEM

Performance Level Expectations

Commitment: By 2022, all schools will achieve a minimum Performance Level of C.

Incremental Expectations:

By 2018:

All current schools will achieve a D letter grade.

All D schools will achieve a C letter grade.

By 2020:

All C schools will achieve a B letter grade.

All B schools will maintain a B letter grade.

By 2022:

All B schools will achieve an A letter grade.

All A schools will maintain an A letter grade.

<u>Letter Grade</u>	<u>Standard SPS Range</u>
A	100.0 -150.0
B	85.0- 99.9
C	70.0- 84.9
D	50.0- 69.9
F	Below 50.0
Academically Unacceptable	SPS below 50

Commitment Continuum

Loranger School District	2016 SPS	2016 Letter Grade	Incremental Expectations For Performance Levels					
			2018		2020		2022	
			2017	2018	2019	2020	2021	2022
Loranger Elementary	70.3	C	C	C	C	C	B	B
Loranger Middle	81.8	C	C	C	B	B	B	B
Loranger High	83.6	C	C	B	B	B	B	B

TANGIPAHOA PARISH SCHOOL SYSTEM

Performance Level Expectations

Commitment: By 2022, all schools will achieve a minimum Performance Level of C.

Incremental Expectations:

By 2018:

All current F schools will achieve a D letter grade.

All D schools will achieve a C letter grade.

By 2020:

All C schools will achieve a B letter grade.

All B schools will maintain a B letter grade.

By 2022:

All B schools will achieve an A letter grade.

All A schools will maintain an A letter grade.

<u>Letter Grade</u>	<u>School Performance Score (SPS)</u>
A	100.0 -150.0
B	85.0- 99.9
C	70.0- 84.9
D	50.0- 69.9
F	Below 50.0

Academically Unacceptable SPS below 50

Commitment Continuum

Ponchatoula School District	2016 SPS	2016 Letter Grade	Incremental Expectations For Performance Levels					
			2018		2020		2022	
			2017	2018	2019	2020	2021	2022
Perrin Early Learning Center	76.7	C	C	C	B	B	B	B
Tucker Elementary	76.7	C	C	C	B	B	B	B
D.C. Reeves Elementary	76.7	C	C	C	B	B	B	B
Martha Vinyard	90.3	B	B	B	A	A	A	A
Ponchatoula Jr. High	87.1	B	B	B	B	B	A	A
Ponchatoula High*	87.9	B	B	B	B	B	B	A

*Ponchatoula High School feeder schools may also include Champ Cooper and Ponchatoula area non-public schools.

TANGIPAHOA PARISH SCHOOL SYSTEM

Performance Level Expectations

Commitment: By 2022, all schools will achieve a minimum Performance Level of C.

Incremental Expectations:

By 2018:

All current F schools will achieve a D letter grade.

All D schools will achieve a C letter grade.

By 2020:

All C schools will achieve a B letter grade.

All B schools will maintain a B letter grade.

By 2022:

All B schools will achieve an A letter grade.

All A schools will maintain an A letter grade.

<u>Letter Grade</u>	<u>School Performance Score (SPS)</u>
A	100.0 -150.0
B	85.0- 99.9
C	70.0- 84.9
D	50.0- 69.9
F	Below 50.0
Academically Unacceptable	SPS below 50

Commitment Continuum

Sumner School District	2016 SPS	2016 Letter Grade	Incremental Expectations For Performance Levels					
			2018		2020		2022	
			2017	2018	2019	2020	2021	2022
Chesbrough Elementary	79.4	C	C	C	B	B	B	B
Spring Creek Elementary	84.0	C	C	B	B	B	B	B
Sumner High	76.0	C	C	C	C	C	B	B
Sumner Middle	84.5	C	C	B	B	B	B	B

TANGIPAHOA PARISH SCHOOL SYSTEM

Performance Level Expectations

Commitment: By 2022, all schools will achieve a minimum Performance Level of C.

Incremental Expectations:

By 2018:

All current F schools will achieve a D letter grade.

All D schools will achieve a C letter grade.

By 2020:

All C schools will achieve a B letter grade.

All B schools will maintain a B letter grade.

By 2022:

All B schools will achieve an A letter grade.

All A schools will maintain an A letter grade.

<u>Letter Grade</u>	<u>School Performance Score (SPS)</u>
A	100.0 -150.0
B	85.0- 99.9
C	70.0- 84.9
D	50.0- 69.9
F	Below 50.0
Academically Unacceptable	SPS below 50

Commitment Continuum

	2016 SPS	2016 Letter Grade	Incremental Expectations For Performance Levels					
			2018		2020		2022	
			2017	2018	2019	2020	2021	2022
Champ Cooper Elementary*	86.5	B	B	B	B	B	A	A

*May be a feeder school for both Hammond High School and Ponchatoula High School.

TANGIPAHOA PARISH SCHOOL SYSTEM

Performance Level Expectations

Commitment: By 2022, all schools will achieve a minimum Performance Level of C.

Incremental Expectations:

By 2018:

All current F schools will achieve a D letter grade.

All D schools will achieve a C letter grade.

By 2020:

All C schools will achieve a B letter grade.

All B schools will maintain a B letter grade.

By 2022:

All B schools will achieve an A letter grade.

All A schools will maintain an A letter grade.

<u>Letter Grade</u>	<u>School Performance Score (SPS)</u>
A	100.0 -150.0
B	85.0- 99.9
C	70.0- 84.9
D	50.0- 69.9
F	Below 50.0

Academically Unacceptable SPS below 50

Commitment Continuum

Modified for Alternative Schools

	2016 SPS	2016 Letter Grade	Incremental Expectations For Performance Levels					
			2018		2020		2021	
			2017	2018	2019	2020	2021	2022
TASP	13.1	F	F	F	F	D	D	D

Note: (Tangipahoa Alternative Solutions Program (TASP) is composed of selected students from Hammond Eastside Upper, Hammond Westside Upper and Greenville Park Learning Academy.

OVERVIEW OF THE PLAN

Reviewers will find the plan divided into four major focus areas:

Focus Area I	Academic Achievement
Focus Area II	Teacher Effectiveness
Focus Area III	Learning Environment
Focus Area IV	Coordination and Communication

Three concepts will guide additional planning and expansion of the activities:

1. **BUILDING CAPACITY**-- Personnel will be provided with resources, information, and support to make decisions and solve problems at the earliest level possible in the organization, such as classroom, then school, and last district.
2. **STAKEHOLDER INPUT**-- Personnel most affected by components of the plan will have input into those components.
3. **CONSISTENCY AND COHERENCE** -- Consistent expectations, set within realistic parameters for flexibility, will set the tone for development of processes and documents that will contribute to greater cohesiveness within the Tangipahoa Parish School System.

The revised plan will be displayed on the district web site beginning July 24, 2017. Reviewers will find the plan contains the major strategic actions. A variety of related activities must be initiated and completed to provide success for each strategic action. Activities will be continuously added and updated quarterly on the district web site beginning October 1, 2017.

Reviewers will understand this is a coordinated and comprehensive plan designed specifically to guide the academic improvement of the Tangipahoa Parish School System. This plan dated June 31, 2017 is the revised document. Each year by July 1, the plan will be revised and expanded as needed according to more recent information and results of analysis of new data.

Most important is how the plan will be implemented. The Chief Academic Officer will be the coordinator for all aspects of implementation. Directors of Curriculum and Instruction, Special Education, Technology, Federal Programs, Human Resources, and Child Welfare and Attendance will facilitate the direction and collaboration needed to bring forth and complete the activities. As all supervisory, administrative, and instructional personnel work together, all stakeholders can expect to participate in the initiation and expansion of activities that contribute to the academic success of each student, every school and the entire district.

Focus Area I: Academic Achievement

The area of Academic Achievement is the heart of school improvement. All components focus on developing and providing an extensive and in-depth Tangipahoa Parish School System Curriculum that allows all students opportunities to increase academic growth. At the same time, the curriculum, instruction and assessment activities shall include the Louisiana Student Standards that will allow all students the opportunity to become proficient in college- career- and life-ready.

Goal: To increase individual student, school and district academic performance.

Objective IA: To identify, analyze and utilize data for decision-making

Strategic Actions:

1. Provide materials and opportunities that allow personnel to become knowledgeable in accessing, reading, interpreting and analyzing summative and formative data.
 - a. Coordinator of Assessment and Accountability assumed the responsibilities of data analysis for the school system.
 - b. Develop informational charts that will identify types of data available.
 - c. Utilize Student Stats "Analytics" as our data warehouse to provide information that will be used to inform instructional decisions.
 - d. Develop and present annual professional development sessions for central office staff, school administrators and teachers per school to create a base for knowledge and experience to understand and use data for decision-making.
2. Analyze summative assessment* results to determine academic growth by district, school, grade, subject, subgroups, standards, subtests and individual students.
 - a. Utilize a process for the collection of summative data results in the most efficient manner possible.
 - b. Determine the format and process for reporting yearly summative results.
 - c. Develop and provide to the Superintendent a written yearly summary status report.
3. Utilize a team approach summative assessment* results to recommend changes to accelerate academic growth of all students and minimize disparities.
 - a. Utilize a team approach for review of all analysis with District/PLC school level recommendations where changes need to be considered.
 - b. Recommend appropriate changes to the Superintendent, Chief Academic Officer, directors and school principals.
4. Complete an annual overview of performance scores as displayed in the introductory charts.

- a. Recognize schools meeting the incremental expectations according to the Accountability System. Utilize Network Support Team to provide assistance to schools while progress monitoring school growth.
- b. Identify and develop a process to provide assistance to schools not making incremental growth.
- c. Utilize long-range plans to provide assistance to schools and to monitor growth.

*In sections 2, 3 and 4 above formative data is not included but will be utilized in Objective I D.

Objective IB: To design a curriculum based on rigorous and relevant standards to meet the diverse needs of all students in the District.

Strategic Actions:

1. Utilize curriculum overview guide to display district-wide and school-wide programs that impact the academic learning in the core areas.
2. Organize and coordinate all components of the curriculum that include literacy and numeracy.
3. Support the continued utilization of district supported curriculum resources aligned to State standards.
4. Streamline guidance, by using a District Academic Leadership Team, a plan to use in designing and implementing an aligned and articulated K-12 curriculum in core subject areas that meets and exceeds State/National standards.
5. Utilize content area teams to review the aligned and articulated K-12 curriculum in core subjects.
 - a. Study and develop pacing parameters.
 - b. Specify materials needed for curriculum implementation; including, but not limited to, adopted text components; state-produced materials, and others as needed district-wide.
 - c. Utilize curriculum mapping to complete vertical alignment.
 - d. Set in place curriculum articulation processes within high school districts.
 - e. The implementation of the professional development plan that requires participation of all instructional personnel providing instruction in new curriculum programs or initiatives.
6. Specify where and how each supplementary program enhances the general curriculum to ensure academic growth.
7. Continue communication strategy that provides curriculum information to all stakeholders.
8. Continue implementation for monitoring, evaluating, and annually revising each written, taught, and assessed curriculum.
9. Continue ongoing implementation of revised materials, instructional procedures, and monitoring of both after-school tutoring programs and summer school programs.
10. Continue increasing the pre-kindergarten with a district goal of universal Pre-K.

11. Evaluate the results of the inclusion process district wide and school wide, determine progress, and complete modifications as needed.
12. Continue modeling methods for selecting and implementing new models and programs that address the unique learning needs of students.
13. Distribute a listing of all technology resources that are available for use in general and in specific subject areas.
14. Plan and deliver professional development that ensures initial training and job-embedded follow-up using backwards design and five steps.
15. Continue to enhance method junior high and high school experiences to connect curriculum career and life readiness.

Clarification: Actions listed in this plan do not exclude activities for improving reading or other subjects that schools may choose to use in the School Improvement Plan.

Objective IC: To ensure instructional planning and delivery meet the needs of all students.

Strategic Actions:

1. Model and communicate clearly written guidelines and models that will ensure instructional planning reflects the aligned curriculum and includes effective methods for delivery of instruction.
 - a. Utilize guidelines through a coordinated process under the direction of the Director of Curriculum and Instruction and reviewed by the District Curriculum and Instruction Oversight/Leadership Team.
 - b. Provide descriptions and models of the components of effective lessons.
 - c. Provide the training opportunities, and clarifications regarding the use of OnCourse to write and submit plans.
 - d. Utilize varied instructional strategies that will address the learning styles of all students, including the literacy strategies being presented in the Louisiana Student Standards.
2. Utilize a process for monitoring, evaluating, and providing specific feedback to improve the quality of lesson planning and delivery of instruction.
3. Continue regularly scheduled grade or subject area collaborative planning meetings and leadership team meetings at the school level.
4. Continue to implement a process for evaluation of planning and delivery of instruction
5. Continue to enhance supplementary programs or processes that will be used throughout the district or in selected subjects and/or grade levels.
6. Continue to provide guidelines to protect Instructional time.
7. Continue to monitor classroom instruction from all levels within the organization.

8. Continue to provide professional development for instructional planning both district wide and at the school level.
9. Continue to monitor and support methods for teacher planning during school time.
10. Coordinate and model effective plans of inclusion to increase student achievement.

Objective ID: To develop and implement a plan for utilizing formative assessment to determine ongoing progress within each school year.

Strategic Actions:

1. Utilize the assessment format and similar items that reflect LEAP 2025 assessments.
2. Continue to utilize benchmark/formative assessment to monitor student progress towards Louisiana Student Standards.
 - a. State-developed
 - b. District-selected and/or developed
3. Provide to individual students and parents information regarding formative assessment results and progress towards proficient achievement levels.
4. Designate resources that include formative assessment data.
5. Review all formative assessment data at mid-term and the end of each year to determine major deficiencies and modify actions where needed.
6. Where available, formative data will be utilized along with summative data to determine improvement processes.

Objective IE: To develop and implement a plan for addressing academic needs of high school students in preparation for college or other career pathways.

Strategic Actions:

1. Continue to implement plans to increase the graduation rate through a variety of curricula, programs, and activities.
 - a. Develop a plan that includes, but is not limited to, the following:
 - Ninth Grade Academy
 - Drop-Out Early Warning System (DEWS)
 - Credit Recovery
 - ACT Prep increasing opportunities for AP courses.
 - Literacy Strategies
 - Industry-Based Certificates
 - Locally-Designed Certificates
 - Read 180
 - Intervention and Remediation for State Testing
 - b. Communicate information and expectations to all stakeholders.
 - c. Continue processes for monitoring, evaluating, and revising plan components.

2. Develop and implement curriculum, programs, and activities to increase student success in postsecondary learning experiences.
 - Dual Enrollment
 - Advanced Placement classes/IB courses
 - ACT Preparation classes
 - Career Planning (Kuder Navigator)
 - Diploma Endorsements
 - Industry-based Credentials
- a. Communicate information and expectations to all stakeholders.
- b. Implement a process for monitoring, evaluating, and revising plan components.
3. Continue exploring and implementing actions to sustain High School Redesign recommendations.
4. Monitor the effectiveness of all components of the Graduation Index and the impact on improving the School Performance Score.

Focus Area II: Teacher Effectiveness

Goal - To strengthen teacher and leadership quality in each classroom, school, program and district

The major focus of this plan is to improve teacher quality. Continuous support will be provided to all school leaders aligned to improve teaching and learning. Additional support to all programs that utilize paraprofessional staff to strengthen quality through training to support effective co-teaching models.

Objective IIA: To recruit, select and retain the most highly qualified personnel

Strategic Actions:

1. Recruit Teachers
 - a. Schedule recruiting trips to state and regional universities to visit with graduating seniors in the field of education.
 - b. Host a job fair for graduating seniors from the universities visited during the recruiting trips.
 - c. Develop a mid-year job meeting for prospective teachers.
 - d. Conduct meetings once a semester for non-certified teachers to review requirements for continued employment with our school system.
 - e. Continue annual agreement with historically black universities for placement of their student teachers in Tangipahoa Parish schools.
 - f. Reinstate (STAR) a program for high school students to become informed and interested in entering the field of Education.
2. Select Teachers
 - a. Utilize the TPSS procedures for interviewing and selecting teachers.
 - b. Utilize the TPSS procedures for interviewing and selecting certification or to meet highly-qualified requirements.
3. Retain Teachers
 - a. Maintain TPSS communication procedures with persons interested in Alternate Certification.
 - b. Utilize methods to assist teachers with following steps of the certification process.
 - c. Deliver information to teachers via web based video conferencing related to Praxis, Highly Qualified, Certification, etc.

- d. Outline other specific communication procedures to supply information to personnel.
4. Increase School Level Leadership
Tangipahoa Parish will identify and select potential leaders to participate in various leadership development opportunities.

Objective IIB: Expand teacher and leadership professional development

Strategic Actions:

1. Continue professional development opportunities for teachers in the Tangipahoa Parish School System utilizing the TPSS Planning template.
2. Utilize the Master Calendar to coordinate and schedule all professional development opportunities.
3. Provide information regarding advanced degree endorsement at Southeastern Louisiana University.
4. Encourage and support teachers in obtaining additional certification.
5. Utilize new principal orientation for new administrators to become familiar with programs that are offered by our system.

Objective IIC: Continue strategies for teacher induction and mentoring while expanding assistance to experienced teachers

Strategic Actions:

1. Continue programs that deliver professional development to teachers embarking on new programs, such as inclusion.
2. Develop a teacher support plan within the school setting.
3. Develop a teacher/mentor program within the school setting.
4. Develop a process for providing professional assistance for teachers with four-plus (4+) years of experience.
5. Develop professional assistance activities for non-certified teachers and/or teachers who have completed an alternative certification program.

Objective IID: Improve personnel accountability process

Strategic Actions:

1. Teacher evaluations and observations conducted based on the NIET Rubric, Compass (Leaders only).

2. Support administrative team on all components of professional accountability.
3. Maintain a personnel accountability calendar that outlines specific due dates for all personnel accountability forms to be completed in a timely manner.
4. Maintain a plan to continually improve the personnel accountability program.
5. Continue the implementation of site visits by Network Leaders.
6. Develop a plan for school principals to report to Network Leader at the end of each six weeks period. Use Teacher Support Log forms to list instructional staff who need support in planning management, instruction, assessment and mindset.
7. Utilize support plans for teacher improvement and notify the Director of Human Resources, if needed, of an unfavorable observation/evaluation.

Focus Area III: Learning Environment

Goal: To improve school environments to support teaching and learning

This area impacts the total learning environment and remains the one area that will require more detailed planning. A specific team will be selected prior to the beginning of the 2011-2018 school year to establish the activities needed to ensure improvement in this area.

Objective III A: To improve attendance of faculty and students

Strategic Actions:

1. Continue to ascertain feedback from stakeholders to help establish needs and long-range plans.
2. Continually study data regarding student attendance.
 - a. Promote consistency in attendance guidelines to strive for an attendance of 96% in all schools.
 - b. PBIS incentives for faculty and students.
3. Provide the Superintendent with a copy of schools' plan which includes committee members, etc.
4. Designate a team of individuals to monitor and provide support at the District level.

Objective III B: To ensure a safe and orderly environment

Strategic Actions:

1. Select a team, including a variety of stakeholders to complete strategic actions that will result in a safe and orderly environment for teaching and learning.

NOTE: The section below will need to be much more specific. Once this section is revised, it will be reviewed again by school principals.
2. Ensure actions are developed that include but may not be limited to:
 - a. Develop an organizational chart which clearly communicates roles, responsibilities and specific tasks of all personnel involved with procedures and activities regarding student misbehavior.
 - b. Develop a Crisis Management Plan for all procedures used in securing a safe school environment. This plan should be reviewed annually.
 - c. Develop school and classroom management plans to be implemented and evaluated. (CHAMPS could be a universal model).
 - d. Follow and implement the District Student Code of Conduct.

3. Develop and implement a clear set of procedures for student misconduct.
 - a. Develop preventative processes for students when behavior is not yet severe.
 - b. Develop organizational patterns within all levels of the system that focuses on consistency and solving problems at the earliest level possible. PBIS Tiers I, II, III.
 - c. Provide time and training in PBIS and SBLC procedures to provide clear policy, guidelines, procedures, expectations and due process procedures.
 - d. Utilize rewards systems that extend across multiple positive actions.
 - e. Establish and define purposes, roles and procedures for all programs or processes and clarify the relationship between in-school suspension and Assertive Discipline, Positive Behavior Intervention and Support, "Handle with Care," and any other programs in use.
 - f. Establish and define purpose, roles and procedures for all "trained" handle with care teams at each school.
 - g. Establish specific activities which follow district policy regarding truancy issues.

Objective III C: To improve the health and social services provided to students.

Strategic Actions for this section will be completed by a team organized under the direction of the Head Nurse utilizing personnel in the areas of Nutrition, Social Work and others as needed. To be included:

1. Study and develop a method to increase the ratio of registered nurses to students in the district.
2. Study the feasibility for implementing school-based health clinics in schools where the student population has a majority of students on free or reduced lunch.

Objective IIID: To improve parental and community involvement in schools.

Strategic Actions:

1. Plan and develop a parish wide parent involvement process.
2. Parent involvement will be defined and increased.
 - a. Parent involvement plans will be in compliance with State and federal requirements.
 - b. New methods for increasing parent involvement will be studied.

3. Parent involvement as required in all grants and initiatives will be realistically implemented.
4. Community involvement will be defined and increased.
5. Each level of the organization will communicate with their constituencies on a regular and systematic basis.
6. Collaboration and input of parents will be evident in planning, implementation, and evaluation activities at each level of the organization.
7. Programs and/or processes will continue and improve to increase parent training through the Parent Center and various individual programs.
8. Study the feasibility of adding positions of School and Community Liaison, Public Relations Coordinator and/or Business Liaison to improve relationship between the district and communities.

Focus Area IV: Coordination and Communication

Goal: To support academic achievement through a collaboration of planning and coordination of all initiatives.

This focus area may be last but is of equal importance. Bringing all programs together is an area reiterated by all groups as a major need.

Objective IVA: To ensure collaborative planning processes in order to improve student achievement and school/district performance.

Strategic Actions:

1. Maintain a yearly district calendar of activities that will focus on coordination, accurate disbursement of information, and effective implementation of PLC's.
2. Ensure initiatives that require input from various stakeholders meet stated requirements, including parents and community members.
3. Continue annual review, approval and evaluation of all programs and initiatives aligned to state and district policies.

Objective IV B: To implement an organization structure that provides the greatest opportunities for effectiveness

Strategic Actions:

1. Study current school staff and analyze organizational patterns.
2. Reorganize the school academic staff responsibilities to meet requirements for needed improvement in curriculum, planning, instruction and assessment.
3. Study and develop a process for completing organizational charts in each school with specific duties for each administrative or instructional leader clarified.
 - a. Study the current school staff to determine potential for curriculum responsibilities.
 - b. Study from the district level the possibilities for increasing additional support curriculum staff per school or school pairs, etc.
4. Utilize Network Support Teams as support to individual schools, with responsibilities clarified, to maintain timely communication between schools and district personnel, but more importantly to provide assistance needed to high priority needs schools.

Objective IV C: To develop School Improvement Plans that will bring greatest opportunity for schools to meet incremental goals.

Strategic Actions:

1. Develop written School Improvement Plans based on needs per current data and required steps.
 - a. Provide professional development sessions regarding requirements, planning, review, approval, and monitoring of School Improvement Plans.
 - b. Utilize the accountability system to identify needs in all schools and use Data-Driven Decision-Making, Curriculum Alignment, Meaningful Engaged Learning, Response to Intervention, School-wide Positive Behavior Interventions and Support and Professional Development.
 - c. Utilize interventions based on prior approval of the Title I Director and Chief Academic Officer.
2. Monitor the development and implementation of all school improvement plans.
 - a. Provide professional development to principals, school improvement chairpersons Network Leaders in the monitoring process for SIPS AND long-range plans..
 - b. Monitor progress by involving the school principal, LT and Network Leaders.
 - c. Maintain LT and Title I Resource Teacher, and Title I Director.
3. Ensure School Improvement Plans that meet the intent and purpose of the law are approved.
 - a. Utilize LT to evaluate and recommend for approval each school improvement plan.
 - b. Complete the approval process utilizing the LT and Title I Director.
 - c. Distribute budgeted funds to schools with approved plans.
 - d. Complete full evaluation of all components of School Improvement Plans will be completed at the end of the year, with written summary results for each school reported to the Superintendent.

Objective IV D: To support district and school implementation of Professional Learning Communities.

Strategic Actions:

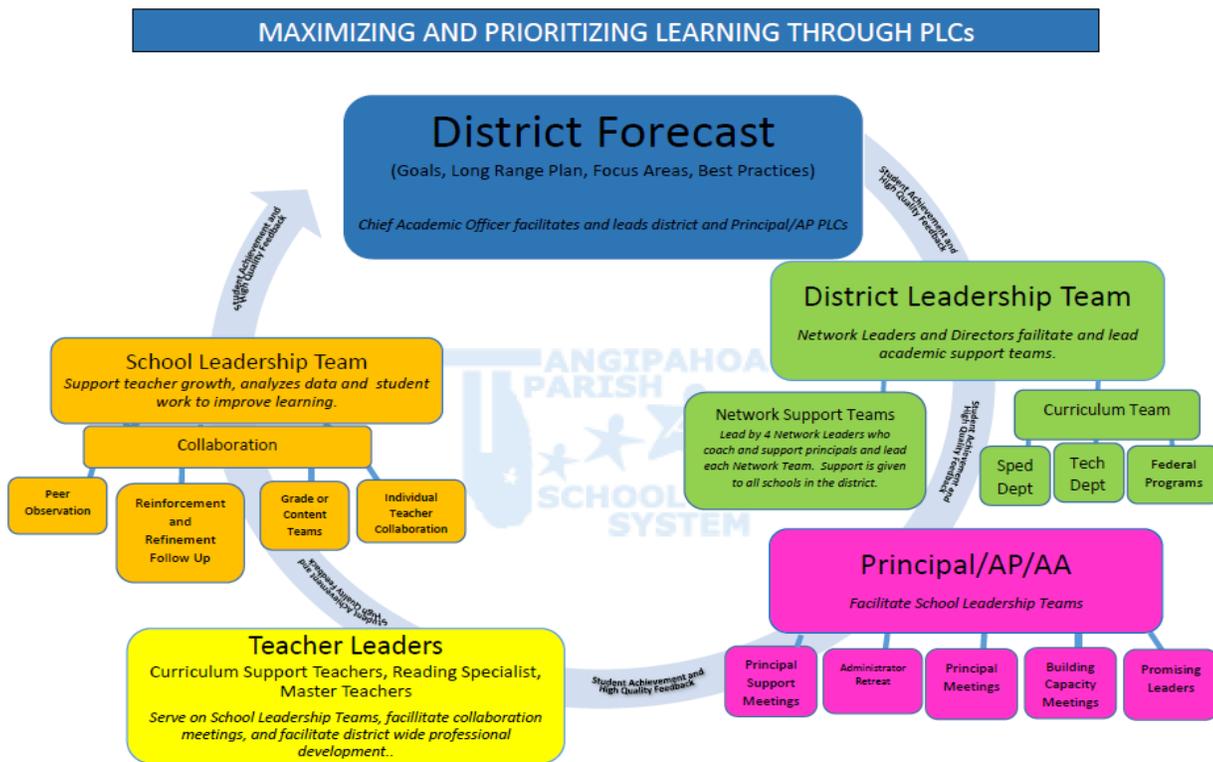
1. Support Professional Learning Communities as a process for District and School Improvement.
2. Ensure PLCs are following best practices.
3. Utilize Google Drive/Suite to maximize learning possibilities for district-wide process for collaboration and decision-making.
4. Utilize the TPSS Framework for Learning as the plan (TangiEDU) for maximizing adult learning through PLC's. .
5. Develop District-wide collaboration initiatives such as video library, Blackboard, Google Drive/Suite, and TPSS shared site.

Objective IV E: To continue and expand the use of technology as an integral component of administration, teaching, learning and communication.

Strategic actions will be developed with a focus on communication and collaboration within the district and between the district and school level personnel.

Strategic Actions:

1. Develop guidelines for using Social Media to communicate with all stakeholders.
2. Follow the Acceptable User Policy and implement in all schools.
3. Establish a plan of one-to-one technology in all classrooms.
4. Technology integration will be communicated and supported through various platforms.



DISTRICT RESOURCES
**ALL TO BE INCORPORATED INTO THE OVERALL ACADEMIC
INITIATIVE**

All resources are a part of the District Improvement Plan. The Comprehensive Resources include the following documents and/or programs.

- Title I
- Title II - Part A – Training and Recruiting High Quality Teachers
- Title II - Part D – Enhancing Education Through Technology
- Title III – Limited English Proficient and Immigrant Students
- IDEA – Part B – Special Education
- IDEA – Pre-School (section 619)
- Partnership Agreements – Business and University
- District Technology Plan
- (ESSA) Every Student Succeeds Act
- Believe and Prepare
- Carl Perkins
- Principal Support Grant
- Classroom- Based Technology
- Educational Excellence Fund
- Textbook Adoption and Implementation Plan
- Literacy for All
- Initiatives by School Level
- Individual School Level Improvement Plans
- Student Code of Conduct
- LA 4 Pre-K Expansion Lead Agency
- Various 8(g) Initiatives/Grants (1003g)
- Others that may be added during the year.

Monitoring Tools

School Improvement Plan (SIP)
School Quality Review (SQR)
District Profile
Principal Profile
Teacher and Leader Surveys
Teacher and Leader EOY Surveys
Curriculum Quality Reviews (CQR)

CONCLUDING REMARKS

The introduction to the initiative makes clear the district must put in place those actions that bring about consistency and effectiveness. For that reason, the focus has centered in the four areas listed. There is no doubt that a strong base is needed from which to grow academically. Schools and the district have begun researching, studying, and observing other actions and innovations that provide opportunity for even more dramatic changes that can better serve the students and citizens of Tangipahoa Parish. All TPSS employees have begun to eliminate the philosophy of “what we cannot do.” The school system’s focus of working on the “RIGHT WORK” which is the work that matters most for impacting student learning will continue.

The system personnel now need to pose the question of “how can we take information, models, and ideas and become a school system that really executes our mission to improve academic performance for all students, eliminate achievement gaps and prepare students to be effective citizens in a global market?”

DISTRICT AND SCHOOL IMPROVEMENT OVERVIEW

Any number of materials provide rubrics, checklists, and evaluation documents for districts and individual schools to use as plans are made for improvement.

As schools begin a trend away from meeting only minimal growth expectations and avoid levels stating an Academically Unacceptable School status, they will need to use materials that guide improvement actions.

Attached is one example of items that can be used for a continuing trend for improvement. The attached item is a comprehensive overview of the Louisiana Leader Performance Evaluation Indicators used by the Louisiana Department of Education as a tool for supporting instructional leadership for school administrators. All educators can become more proactive in using this or other guides to determine the specific improvement actions needed.

LOUISIANA LEADER PERFORMANCE EVALUATION INDICATORS

INTRODUCTION

Those closest to students have the greatest impact on their success. Given this belief, Louisiana has focused its efforts to support and empower principals in their role as school leaders. Successful principals reflect and plan, using data throughout the year to set goals and improve instruction.



SET ACADEMIC IMPROVEMENT GOALS & THE DIRECTION OF THE SCHOOL

- Understand results
- Set school goals
- Guide the goal-setting of others



IMPROVE INSTRUCTION

Implement Processes and Structures

- Build a system for school-wide collaboration
- Draw on teacher leaders and mentor teachers to support

Evaluate and Provide Feedback to All Teachers

- Monitor progress toward goals (observations & assessments)
- Reflect on progress (feedback & end-of-year conversations)

LOUISIANA DEPARTMENT OF EDUCATION 1201 North Third Street | Baton Rouge, LA 70802 | 877.453.2721 | www.louisianabelieves.com Louisiana Compass Performance Standards for School Leaders | Development Supported by New Leaders

Domain I

Domain I	School Vision
<p>a. Sets ambitious, data-driven goals and a vision for achievement; invests teachers, students, and other stakeholders in that vision</p>	<ul style="list-style-type: none"> • A vision for achievement describes high academic expectations for all students; the vision provides the picture of the school’s future. Effective principals ensure that the vision is lived in practice, encouraging behaviors that support it and addresses behaviors that undermine it. • To develop the vision, leaders must enlist the support of all stakeholders. The process facilitates ownership and institutionalization of the vision and ensures that the vision includes multiple perspectives and lenses. • To realize the vision, leaders must put data driven school level goals into place; these goals describe how the school will reach the vision. Strategic school leaders adjust the school level goals to ensure they are driving improvements in achievement. School level goals should be set and managed by data gathered from multiple sources including student learning outcomes, needs assessments and observations of teacher practice. As the needs of the school change, the leader will have to work with stakeholders to identify school level goals and strategies that will foster student growth.

Domain II

Domain II	School Culture
<p>a. Facilitates collaboration between teams of teachers</p> <p>b. Provides opportunities for professional growth and develops a pipeline of teacher leaders</p> <p>c. Creates and upholds systems which result in a safe and orderly school environment</p>	<ul style="list-style-type: none"> • School culture is the context that allows for effective teaching and learning to take place. Culture is continuously reinforced by the school leader, teachers, and students through practices and actions that tell every stakeholder: <i>this is how we do school here</i>. Effective leaders establish cultures of achievement by maintaining a learning environment that is conducive to learning and safe for all students. • In a learning culture, teachers identify and teach core academic skills across the curriculum and implement shared instructional practices to improve student achievement. School leaders ensure that teachers work in teams to examine student work that is rigorous and aligned with the Compass rubric. Professional growth is expected and leaders create meaningful targeted professional development opportunities aligned to teacher needs and designed to improve instructional practice.

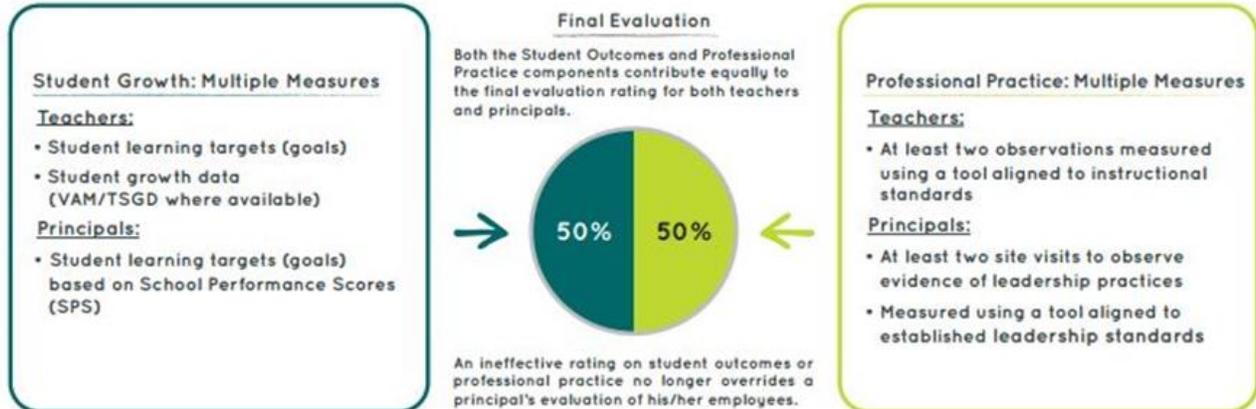
Domain III

Domain II: School Culture			
Component c: Creates and upholds systems which result in a safe and orderly school environment			
Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<ul style="list-style-type: none"> • Does not maintain a learning environment that is conducive to learning; does not ensure the physical safety of students • Rarely makes expectations for student or adult behavior explicit • Does not consistently implement negative consequences • Does not maintain a physically-safe environment 	<ul style="list-style-type: none"> • Confirms that learning environment is conducive to learning for most students; implements systems to ensure physical safety is maintained for all students • Develops some expectations for student and adult behavior based on the school values and beliefs; identifies negative consequences • Develops systems to monitor consistent implementation of negative consequences • Confirms the physical environment is safe 	<ul style="list-style-type: none"> • Confirms the learning environment is conducive to learning; implements systems to ensure physical and social-emotional safety is maintained for students and adults • Develops clear expectations for student and adult behaviors based on the school values and beliefs; identifies clear positive and negative consequences • Develops systems to ensure every adult understands their role in implementing both positive and negative consequences and consequences are consistently implemented • Supervises facilities, equipment management and maintenance; confirms the physical environment is safe • Supervises facilities, equipment, management and maintenance; confirms the physical environment is safe 	<ul style="list-style-type: none"> • Confirms the learning environment is conducive to learning and safe for all students; builds staff capacity to lead and manage components systems that ensure physical and social-emotional safety is maintained for all stakeholders • Develops clear expectations for student and adult behaviors based on the school values and beliefs; identifies and implements specific age-appropriate positive and negative consequences • Develops systems to ensure that every adult understands their role in implementing both positive and negative consequences and consequences are consistently implemented • Supervises facilities, equipment management and maintenance to enhance learning and confirms the physical environment is safe

DETERMINE FINAL EVALUATION RATINGS

Principals use multiple measures of student growth and observations to make adjustments to classroom instruction and to evaluate teachers at the end of the school year. Recent changes to the Compass tool ensure principals are empowered to make decisions that support quality teaching and learning.

The model below reflects these changes and outlines how end-of-year ratings are calculated, with student growth and professional practice contributing equally to assign a rating.



From Strategic Plan to District/School Improvement Actions

As district personnel focus on improvement actions, the first step is assignments of responsibility for the various goals and strategic actions. When the first level of assignments progress from the Chief Academic Officer to Directors, the process continues within each department, section, or area assigned.

The second step begins when the strategic actions are placed into an action plan. The directors as a group must determine the format to be used, designate persons responsible, and approve the action steps to be completed. The format below can serve as a guide for completing action plans.

Sample Form TANGIPAHOA PARISH SCHOOL SYSTEM

SCHOOL PLANNING WORKSHEET

School: _____

Instructional Actions:

District Focus:

Identified Area of Improvement &/or Data Source	Action Steps	Monitoring Evidence./Data Source	Person(s) Responsible	Time Live	Resources Needed with Est. Cost	Addresses which District Goal?	Funding Source

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Brennan McCurley, Principal

Melissa Ryan, Principal

Charlotte Tillman, Principal

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Coordinator Regina Roberts, Intervention Coordinator
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