

False River Academy School Improvement Plan 2013-2018



Mission Statement

False River Academy is devoted to providing experiences that are academically challenging and personally enriching, thereby enabling students to continue in their personal growth and self-improvement.

School Action Plan

Goal 1: To create a rigorous and relevant learning environment

Objective(s): Students' success and achievement will be augmented and individualized through data driven, research based professional development and instructional strategies and activities.

80% of all students will show academic growth by the end of the school year in English Language Arts and Math as measured by student performance on the following annual assessments: DIBLES, STAR Reading and STAR Math, and ITBS/ACT Aspire/ACT tests.

Applicable Research:

Allen, R. (2003, December). An Early Taste of College. *Education Update*, 45(8). Retrieved July 7, 2013, from <http://www.ascd.org/publications/newsletters/education-update/deco3/vol45/numo8/An-Early-Taste-of-College.aspx>

Craig, C. (2000, Spring). From Micro to Macro: The Model Science Lab as a Template for Whole-School Reform. *Journal of Curriculum and Supervision*, 15(3), 255-266. Retrieved July 7, 2013, from http://www.ascd.org/publications/jcs/spring2000/From_Micro_to_Macro@_The_Model_Science_Lab_as_a_Template_for_Whole-School_Reform.aspx

Daggett, W. (n.d.). Rigor/Relevance Framework: A Guide to Focusing Resources to Increase Student Performance. Retrieved from http://www.leadered.com/pdf/rigor_relevance_framework_2014.pdf

Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Guskey, T. (2003, February). How Classroom Assessments Improve Learning. *Educational Leadership*, 60(5), 6-11. Retrieved from <http://www.ascd.org/publications/educational-leadership/febo3/vol60/num05/How-Classroom-Assessments-Improve-Learning.aspx>

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Kagan, S., Dr., & Kagan, M. (2009). *Kagan Cooperative Learning*. San Clemente, CA: Kagan Publishing.

Shumow, L., & Schmidt, J. (2015, December/January). Teaching the Value of Science. *Educational Leadership*, 72(4), 62-67. Retrieved from <http://www.ascd.org/publications/educational-leadership/dec14/vol72/num04/Teaching-the-Value-of-Science.aspx>

Implementation Strategies	Timeline	Shared Responsibility	Estimated Cost	Resources	Evaluation
<p>Teacher grade level teams will analyze student achievement data and create trend documents to track student progress annually</p> <p>Student will analysis and evaluate their own data</p>	<p>August 2013</p> <p>Ongoing implementation</p>	<p>Leadership</p> <p>Teachers</p>	<p>\$0</p>	<p>Student DIBELS data</p> <p>Student STAR Math and Reading data</p> <p>Student summative assessment data- ITBS, ACT, ACT Aspire</p> <p>Pre/post test data</p>	<p>Data analysis sheet/form</p>

<p><i>International Center for Leadership in Education- Rigor, Relevance, and Relationships Training- Teachers learning to plan and instruct using the four quadrant design of acquisition, application, assimilation, and adaptation</i></p> <p>Student will participate in learning activities based on the sequential order of acquisition to application to assimilation to adaptation to maximize mastery of lesson objective</p>	<p>August 2013</p> <p>Ongoing implementation</p>	<p>Leadership Teachers Students</p>	<p>\$1800- Title II funds for training</p> <p>Summative assessments</p>	<p>Teacher Technology</p>	<p>Teacher lesson planning to include four quadrant verb domains</p> <p>Teacher Professional Growth Plan data- Zepeda tool</p> <p>Student work product</p> <p>Student summative assessment data- <i>ITBS, ACT, ACT Aspire</i></p>
<p>Structures for Cooperative Learning Workshop via <i>Kagan Strategies Workshop</i> Teacher learn about 3 strategies and participate in cognitive coaching cycles and peer observation- practice, reflection, feedback using the Think Pair Share, Three Step Interview and Walk & Talk strategies</p> <p>Student will work cooperatively to learn, comprehend, apply, analysis, synthesize, and evaluate</p>	<p>August 2013- May 2014</p> <p>Ongoing implementation</p>	<p>Leadership Faculty and Staff Students</p>	<p>\$3600</p>	<p>Kagan presenters</p> <p><i>Kagan Cooperative Learning</i> Books</p>	<p>Classroom Walk-throughs and observational data</p> <p>Teacher Professional Growth Plan data- Zepeda tool</p>

<p>Math department participate in curriculum alignment using GLEs- scaffolding both vertically and horizontally to account for learning gaps and continuity</p> <p>Student math achievement will increase</p>	<p>August 2014</p> <p>Ongoing implementation</p> <p>***realignment predicted by CCSS adoption</p>	<p>Leadership Math Department Students</p>	<p>STAR Math student subscriptions- \$1700</p> <p>Summative assessments</p>	<p>Student Technology</p>	<p>Student formative assessment data- pre/post test</p> <p>Student STAR Math data- Fall, Winter, Spring</p> <p>Student summative assessment data- ITBS, ACT, ACT Aspire</p>
<p>English Language Arts department develop curriculum alignment using CCSS to emphasize implementation plan for <i>Flipped Classroom</i> approach, to create a culture of readers and increase student writing, speaking and presenting opportunities</p> <p>Students writing, reading, speaking and presenting skills will be enhanced</p>	<p>August 2014</p> <p>Ongoing implementation</p>	<p>Leadership English Language Arts Department Students</p>	<p>\$1200- Title II funds for training</p> <p>\$11 per student subscription annually for WPP- 8g Grant</p> <p>STAR Reading student subscriptions- \$1700</p> <p>Summative assessments</p> <p>Mobile Laptop lab- \$10,000</p>	<p>Student Technology</p>	<p>Student <i>Writing Practice Program</i> data</p> <p>Student formative assessment data- pre/post test</p> <p>Student STAR Reading data- Fall, Winter, Spring</p> <p>Student summative assessment data- ITBS, ACT, ACT Aspire</p>

<p>Teachers participate in Dual Enrollment Training (Louisiana State University/Southeastern University) for the purpose of becoming certified to conduct dual enrollment courses</p> <p>Student will participate and learn through advanced curriculum while provided the opportunity to learn via technology</p>	<p>Summer 2014- High School Math Student implementation 2014-2015</p> <p>Summer 2015- High School Science and English Student implementation 2015-2016</p> <p>Summer 2016- High School History and Foreign Language Student implementation 2016-2017</p> <p>Ongoing implementation</p>	<p>Leadership Teachers Students Parents/Guardians</p>	<p>Math training- \$800 Per student enrollment- \$200</p> <p>Science and English training- \$800 Per student enrollment- \$200</p> <p>History and Foreign Language training- \$800 Per student enrollment- \$200</p> <p>Mobile laptop labs- \$20,000</p>	<p>ACT prerequisite data</p> <p>ACT Aspire prerequisite data</p> <p>Student Technology</p>	<p>Student End of Course assessment data</p> <p>Student ACT data</p>
<p>Teachers develop summer math skill packets and age appropriate across the content area reading lists for the purpose of reinforcing skill set mastery from previous year and preparation for upcoming year</p> <p>Student skill sets in math and reading will be reinforced</p>	<p>January-April 2014</p> <p>Ongoing implementation</p>	<p>Leadership Faculty and Staff Students Parents/Guardians</p>	<p>\$0</p>	<p>Technology Website Printer</p>	<p>Student pretest data- department designed</p>

<p>Teacher learn to apply differentiated instruction by way of allowing student choice in work product (<i>10 Effective Research-Based Instructional Strategies</i>- Robert Marzano)- <i>Menu's Workshop</i></p> <p>*implement eLeot observational tool 2015-2016 Student will be provided the flexibility to demonstrate knowledge in a variety of ways</p>	<p>August 2015- May 2016</p> <p>Ongoing implementation</p>	<p>Leadership Teachers Students</p>	<p>eLeot subscription- \$350 annually</p>	<p>*implement eLeot observational tool 2015-2016</p>	<p>Teacher Professional Growth Plan data- Zepeda tool</p> <p>Classroom walk-through and eLeot observational data</p> <p>Student work product</p> <p>Student formative assessment</p>
<p>Leadership will visit school sites to observe and learn about the implementation process of STEM labs</p> <p>School will initiate plans to implement 2 STEM labs at the elementary and middle school level</p> <p>Student will investigate and explore collaboratively through a cross-curricula experience in science, technology, engineering, and math to insure they are 21st century prepared for both college and/or career</p>	<p>2015-2016</p> <p>2016-2017</p> <p>Ongoing implementation</p>	<p>Leadership</p> <p>Leadership Teachers Students</p>	<p>\$1000</p> <p>\$50,000-Pitsco</p>	<p>Student Technology</p>	<p>Student formative assessment</p> <p>Student summative assessment- <i>ITBS, ACT Aspire</i></p> <p>Student work product</p> <p>Classroom walk-through and eLeot observational data</p> <p>Teacher Professional Growth Plan data- Zepeda tool</p>

Goal 2: To cultivate a professional learning community

Objective(s): Educators will grow and develop through professional, collaborative practice, feedback and reflection opportunities.

80% of all students will show academic growth by the end of the school year in English Language Arts and Math as measured by student performance on the following annual assessments: DIBLES, STAR Reading and STAR Math, and ITBS/ACT Aspire/ACT tests.

Applicable Research:

Barnett, B. (1990, May). Overcoming Obstacles to Peer Coaching for Principals. *Educational Leadership*, 62-64. Retrieved July 7, 2013, from http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_199005_barnett.pdf

Bonstingl, J. J. (1992, November). The Quality Revolution In Education. *Educational Leadership*, 50(3), 4-9. Retrieved July 7, 2013, from <http://www.ascd.org/publications/educational-leadership/nov92/vol50/num03/The-Quality-Revolution-In-Education.aspx>

Cimer, A., Cimer, S., & Vekli, G. (2013). How does Reflection Help Teachers to Become Effective Teachers? *International Journal of Educational Research*, 1(4), 133-149. Retrieved July 7, 2013, from <http://ijesse.com/ijer/sites/default/files/papers/2013/v1i4/Paper-1.pdf>

Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Guskey, T. (2003, February). How Classroom Assessments Improve Learning. *Educational Leadership*, 60(5), 6-11. Retrieved from <http://www.ascd.org/publications/educational-leadership/feb03/vol60/num05/How-Classroom-Assessments-Improve-Learning.aspx>

Implementation Strategies	Timeline	Shared Responsibility	Estimated Cost	Resources	Evaluation
<p>Teachers will discuss and plan cooperatively at each grade, department and division level on a monthly basis</p> <p>Student performance and achievement will be increased</p>	<p>August 2012</p> <p>Ongoing implementation</p>	<p>Leadership Teachers</p>	<p>\$0</p>		<p>Faculty planning session minutes and sign-ins data</p>
<p>Teacher and leadership will discuss and plan collaboratively professional growth plan objectives using the Zepeda tool annually</p> <p>Student performance and achievement will be increased</p>	<p>August 2013</p> <p>Ongoing implementation</p>		<p>\$0</p>		<p>Teacher professional growth plan data</p>
<p>Teacher grade level teams will analyze student achievement data and create trend documents to track student progress annually</p> <p>Student performance and achievement will be increased</p>	<p>August 2013</p> <p>Ongoing implementation</p>	<p>Leadership Teachers</p>	<p>\$0</p>	<p>Student <i>DIBELS</i> data</p> <p>Student <i>STAR Math and Reading</i> data</p> <p>Student summative assessment data- <i>ITBS, ACT, ACT Aspire</i></p> <p>Pre/post test data</p>	<p>Student data analysis sheet/form</p>

<p>Teachers will conduct peer observational cycles</p> <p>***provide opportunities for co-teaching experiences</p>	<p>August 2013</p> <p>Ongoing implementation</p>	<p>Teachers</p>	<p>\$0</p>		<p>Informal feedback data</p>
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Goal 3: Student's safety and social development will be fostered by raising awareness and empowering the school community

Objective(s): The school community will apply knowledge gained to nurture student social development.

Students will show social and emotional growth by the end of the school year as measured by a reduced number of office disciplinary referrals.

Applicable Research:

Bancroft, S. (1997, October). Becoming Heroes: Teachers Can Help Abused Children. *Educational Leadership*, 55(2), 69-71.

Retrieved July 7, 2013, from <http://www.ascd.org/publications/educational-leadership/oct97/vol55/num02/Becoming-Heroes@-Teachers-Can-Help-Abused-Children.aspx>

Bear, T., Schenk, S., & Buckner, L. (1993, December/January). Supporting Victims of Child Abuse. *Educational Leadership*,

50(4), 42-47. Retrieved July 7, 2013, from <http://www.ascd.org/publications/educational-leadership/dec92/vol50/num04/Supporting-Victims-of-Child-Abuse.aspx>

Blum, W. W. (2005, April). Case for School Connectedness. *Educational Leadership*, 62(7), 16-20. Retrieved July 7, 2013, from

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How Do Teachers, Parents Approach Online Safety? (2015). Retrieved July 07, 2013, from

<https://globaldigitalcitizen.org/teachers-parents-online-safety>

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Ohler, J. (2011, February). Character Education for the Digital Age. *Educational Leadership*, 68(5). Retrieved July 7, 2013, from <http://www.ascd.org/publications/educational-leadership/feb11/vol68/num05/Character-Education-for-the-Digital-Age.aspx>

Rodkin, P. (2011, September). White House Report / Bullying—And the Power of Peers. *Educational Leadership*, 69(1), 10-16. Retrieved July 7, 2013, from <http://www.ascd.org/publications/educational-leadership/sept11/vol69/num01/Bullying—And-the-Power-of-Peers.aspx>

San Antonio, D. M., & Salzfass, E. A. (2007, May). How We Treat One Another in School. *Educational Leadership*, 64(8), 32-38. Retrieved July 7, 2013, from <http://www.ascd.org/publications/educational-leadership/may07/vol64/num08/How-We-Treat-One-Another-in-School.aspx>

Whole Child Approach to Education. (n.d.). Retrieved July 7, 2013, from <http://www.ascd.org/ASCD/pdf/siteASCD/publications/wholechild/WC-One-Pager.pdf>

Implementation Strategies	Timeline	Person(s) Responsible	Estimated Cost	Resources	Evaluation
Faculty and Staff participate in <i>Safe Schools</i> online training- a variety of webinars regarding work space safety	Initiated January 2015 Ongoing	Leadership Faculty and Staff	\$500 annually	Technology	Quiz at the end of each Safe Schools Training
Faculty and Staff participate in <i>Darkness to Light Training</i> - education regarding child abuse, recognizing the signs, and how to approach an abuser and an abused	August 2013	Leadership Faculty and Staff	\$400	Technology	Quiz Surveys Workbook

Students in grades 5 and 8 participate in <i>D.A.R.E. Program</i> to gain knowledge on the dangers of drug abuse and violent behavior and the negative impact	Ongoing	Leadership Juvenile Detention Officer Students	\$0	Technology	Essay
Students, Faculty and Staff participate in <i>Child Internet Protection Bullying and Cyber bullying Workshop</i> <ul style="list-style-type: none"> • Louisiana Act 861 of 2012 • CIPA Education Plan and Lessons in Social Studies • Student Acceptable Use and Safety Policy Agreement • Employee Acceptable Use and Safety Policy Agreement 	August 2014	Leadership Faculty and Staff Students	\$0	Technology	Quiz at the end of each Safe Schools Training
Teachers and students will explore the variety of dangers on the internet and develop a plan to stay safe will using social media	Initiated August 2014 Ongoing- 2-3 sessions during the first 9 weeks of school	Teachers Students	\$68	iSafe Internet Skills Activity books	Plan of Action application and number of reports filed

Goal 4: To maintain and enhance school facilities and operations

Objective(s): School leadership will develop a financial plan to budget and secure the necessary operating income to successfully implement institutional goals and upgrade facilities.

School-based student organizations will be involved in the upkeep of the school grounds.

Applicable Research:
 Johnson, D. (2011, December). Stretching Your Technology Dollar. *Educational Leadership*, 69(4), 30-33. Retrieved July 7, 2013, from <http://www.ascd.org/publications/educational-leadership/dec11/vol69/num04/Stretching-Your-Technology-Dollar.aspx>

 Learning Through Service. (1993, August). *Education Update*, 35(6). Retrieved July 7, 2013, from <http://www.ascd.org/publications/newsletters/education-update/aug93/vol35/num06/Learning-Through-Service.aspx>

 Rebell, M. A., Odden, A., Rolle, A., & Guthrie, J. W. (2012, December/January). Four Takes on Tough Times. *Educational Leadership*, 69(4), 11-18. Retrieved July 7, 2013, from <http://www.ascd.org/publications/educational-leadership/dec11/vol69/num04/Four-Takes-on-Tough-Times.aspx>

Implementation Strategies	Timeline	Shared Responsibility	Estimated Cost	Resources	Evaluation
Leadership will develop a budget annually based on registration/enrollment numbers to be used in the planning for annual school operations	Annual Ongoing implementation	Leadership Bookkeeper	\$0	Registration/enrollment data Current budget	Annual audit

<p>Leadership will create a plan for campus upgrades to include the enhancement and repair of existing facilities, the addition of athletic facilities, expanding technology infrastructure, and landscape improvements</p>	<p>Beginning Summer of 2013 Ongoing implementation</p>	<p>Leadership Parent Teacher Association Booster Club Parent Volunteers Community Leaders</p>	<p>\$350,000</p>		<p>Board of Director minutes Annual budget</p>
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