

# Cameron Parish School System

## District Improvement Plan

**School Year: 2011-2012**

***District Name: Cameron Parish School System***

# Cameron Parish School System

District AdvancED Committee

2011-2012

Becky Marcantel, Chairperson  
Vision and Purpose

Natasha Walston  
Vision and Purpose

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Governance and Leadership

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Nancy Boudreaux  
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Relationships

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Relationships

Kathy Helmer  
Commitment to Continuous Improvement

Sheila Miller  
Commitment to Continuous Improvement

## Executive Summary of School System Profile

### PROFILE

<b>District Name:</b>	Cameron Parish School System
<b>Public/Non-Public:</b>	Public
<b>Grades:</b>	PreK-12
<b>District Code Number:</b>	012
<b>Country:</b>	United States of America
<b>State/Province:</b>	Louisiana
<b>City:</b>	Cameron

### Mission, Vision and Beliefs

#### MISSION STATEMENT

Cameron Parish Schools will provide students with the skills to become productive members of society.

#### VISION STATEMENT

Cameron Parish Schools are committed to excellence in education. The vision of Cameron Parish Schools is to provide a highly effective teaching and learning experience designed to meet the individual needs, interests, and abilities of each student. The combined efforts of the staff, students, parents and community will provide a learning environment that ensures opportunities for all students to pursue lifelong learning and responsible, productive citizenship.

## BELIEFS

- We believe students need the skills to think clearly and critically, communicate effectively with others, and make logical and ethical judgments.
- We believe students learn when they are actively engaged and provided with a variety of instructional experiences.
- We believe that students achieve their full potential through self-discipline, a great work ethic, and high expectations.
- We believe all students will be provided with differentiated learning activities to meet individual differences.
- We believe in generating a staff of learners who embrace professional development resulting in improved student achievement.
- We believe all educators should be provided with professional development which meets the needs of all students.
- We believe there must be communication between school and home.
- We believe in accountability of all stakeholders to create a productive learning community.
- We believe that each student is a valued individual with unique physical, social, emotional and intellectual needs.
- We believe that teachers, administrators, parents, and the community share the responsibility for advancing the district's mission.
- We believe all students will grow through a comprehensive program of instruction for the mental, physical, social, and emotional growth of students.
- We believe student learning is the chief priority for the district.
- We believe a safe and physically comfortable environment promotes student learning.
- We believe challenging expectations increase individual student performance.

## GOALS

Students will have a safe, healthy, secure, responsible, respectful and orderly environment throughout the district, while also making emergency preparedness a high priority.

Students will become independent, productive citizens in our global society.

Students will have the cognitive and academic skills necessary for success.

Students will exhibit courage, integrity, compassion and honesty.

Each student will be recognized as a valued person with unique, intellectual, physical, social and emotional needs.

Students, parents, teachers, administration, and community members are encouraged to value literacy.

Prepare students for education and life beyond high school, strive for an A rating in the Louisiana Accountability System, meet federal and state standards by continuing to strengthen the curricula, implementing research based best practices, and annually improving student achievement district wide.

Increase the percentage of students from all subgroups enrolled in academic programs, elective classes and to ensure equal access and successful completion of school.

Require all professional staff to effectively facilitate teaching and learning by actively participating in high quality staff development and using a variety of technological resources to engage student so that all graduates can succeed in a 21<sup>st</sup> century environment.

Provide salary, benefits, incentives, working conditions and mentoring conducive to recruiting and retaining a highly qualified, effective, ethnically diverse staff.

Encourage and assist all parents to be active partners in the education of their children and expand opportunities for parental and community input to decision makers.

Ensure that all students are treated fairly and equitably in regard to high expectations in Board policies for academic and behavioral successes, especially in terms of consequences when failing to meet the expectations.

Improve public perception of the District by engaging in proactive public relations.

## **DISTRICT SCHOOLS**

Cameron Parish School System includes 4 schools, PreK-12<sup>th</sup> grade. Three schools are identified as Title I schools. Grand Lake High School has our largest population of students. It is located north of the Intracoastal Canal. Grand Lake has 791 students. Grand Lake High School is known for academic achievement. It is classified as a Class C school and the major sports at Grand Lake are track, basketball, and baseball. Parents are very supportive of academics and sports. South Cameron High School is located south of the Intracoastal Canal and has the second largest enrollment of 262 students. South Cameron students have been moved multiple times since 2006 and are finally in a new facility going on two years. South Cameron is a Class A school with track, football, baseball and wrestling programs. Hackberry High School is on the East side of the river. Hackberry High School is our third largest school supporting 206 students. They are classified as a Class C school with track, basketball, baseball as

their major sports. Johnson Bayou is also on the east side of the river. It is our smallest school with 58 students. They participate in track, basketball and baseball as well.

Cameron Parish is very sparsely populated; therefore our schools have many miles between them. Students travel by bus to arrive at school. South Cameron High School, Hackberry High School, and Johnson Bayou High School students attend school four days a week, while Grand Lake High School students attend school five days a week.

## **DESCRIPTION OF PROGRAMS, RESOURCES AND SERVICES**

### **I. Curricular Programs**

- a. RTI (Response to Intervention) Literacy Teams assist teachers to help identify students not performing at benchmark levels in reading. These interventions address deficiencies in student skills.
- b. DIBELS NEXT are a set of standardized, individually administered measures to identify areas of weaknesses in reading. Teachers use short fluency measures to identify the weaknesses and progress monitor the development of pre-reading and early reading skills
- c. Computer-Assisted Instruction (CAI) Labs are assessable for all students in all schools. Lab managers who are para-professionals or certified teachers maintain the labs. Students use the lab every week for enhancing core subjects. CAI is also used for intervention and remediation.
- d. Art/Music courses are being brought back into the curriculum in the high schools.

- e. LEAP 21/GEE/EOC tutoring is continually offered to all students who do not achieve the standard to pass the test.
- f. Pre-College Credit is offered to high school seniors. Student can get a jump start on college courses. These are dual enrollment courses.
- g. Common Assessments are designed to measure the proficiency of student on the GLEs and Comprehensive Curriculum.
- h. Curriculum Alignment is a work in progress where the Comprehensive Curriculum is aligned with the textbooks; pacing charts are developed by teachers and administrators.

## II. Dropout Prevention Programs

- a. Connections provide an avenue for potential dropouts to acquire skills and to achieve academically for the workforce. Some students enroll in vocational classes that can be taken at school. All student work towards earning a Graduate Equivalency Diploma (GED) and/or a skills certification.
- b. Grade Recovery is a program that is designed to assist with dropout prevention and grade recovery for at risk high school students in grades 9-12. Enrollment is determined when a student has not passed the class in which they are enrolled at the end of the first semester.
- c. School-Wide Positive Behavior Support (SWPS) is a program to develop and implement effective, positive, assessment-based interventions addressing behavior problems within schools. Strategies are used school wide to build a safe and effective environment.
- d. Alternative Program provides an opportunity to keep expelled regular education and IDEA students in school.
- e. A family in Need of Support (FINS) is a program sponsored by the district attorney's office. FINS assess the needs of families and coordinates services such as counseling and referrals to other agencies.

## III. Professional Development

- a. Summer Professional Development opportunities allow faculty members to attend college classes, workshops, or online seminars to enhance their teaching skills and practices.
- b. State Professional Development Days were mandated by Legislation. Two days each school year are devoted to professional development. These two days concentrate on district or individual school level concerns.
- c. Grade-Level Expectations (GLE) was developed from the No Child Left Behind mandate for each state to develop standards for each grade in the four core content areas. GLEs are currently being used in lesson plans and graded assignments in our electronic grade book called JGradebook. The GLEs are monitored by faculty and administration.
- d. Differentiated Instruction utilizes teaching skills to assess various student learning styles on their levels of ability and assignments. Ways of teaching are then customized to meet the student's individual needs.
- e. Thinking Maps is a system of graphic organizers that encourages learning using visual teaching tools. Students draw the thinking maps to organize thoughts and to enhance their thinking skills in the writing process and other content areas. Two trainers assist teachers with this process and it is currently used in most classrooms.

#### IV. School Safety

- a. Crisis Plans are created and maintained by every school based on a state model. Phase one is training, two is reviewing crisis plans and three is on-site school security assessment. Every building in the parish school board system has a Crisis Plan.
- b. Drug Abuse Resistance Education (DARE) Program is designed to increase character education and make students aware of signs and symptoms of substance abuse. This program is sponsored by the Sheriff's Department and the District Attorney's office.
- c. Safety Audits are conducted by the principal and custodians at each school on a daily basis. They meet weekly and bring up safety issues in the classroom, gymnasium, cafeteria, or playgrounds. Loss Control meetings are conducted weekly and bus safety drills are run twice a year. Students are instructed on lock down, shelter in place and evacuation procedures and drills are conducted several times during the year.

#### V. Parental Involvement

- a. District Advisory Committee is made up of representatives from each school (parents, faculty, and administration) to aid in the development and evaluation of parent involvement activities and policy for the district.

- VI. School Committees
  - a. School Improvement Team (SIT) is formed at each school comprised of members of that faculty and one or more parents. The team conducts a needs assessment and interprets the results. The team then plans, implements and evaluates the school's improvement process.
- VII. Collaboration of Funds
  - a. Title I federal funds are used for academic programs that supplement basic education programs for at risk students.
  - b. Title II federal funds are used for professional development activities. It provides for instructors and presenters for professional development activities. Seven classroom teachers have also been funded for class size reduction.
  - c. Pre-Kindergarten is funded by federal, state and local funds. Pre-K is for all students who are younger than the age required to enter kindergarten.
  - d. An individual for Disabilities Education Act (IDEA) is federally and state funded. Funds are provided for the educational needs of special needs students not normally provided to regular education students.
  - e. Ensuring Literacy for all are state funded grant programs where funds are used to provide support and assistance to develop reading for Pre-K to fourth grade students.
- VIII. Technology
  - a. Turn On To Learning Project (TOTL) was initiated by former Governor Kathleen Blanco as a research project in 2007-08 for sixth grades across Louisiana. Each district selected a school with sixth graders and each child was issued an Apple MacBook. Teachers and administrators were trained on Apple basics. Our ELA programs at each school were selected to participate.
  - b. PLATO is in all schools. The PLATO online software provides a series of skill-level placement tests in core subjects. This self-paced program determines the skills of learners in specific subject areas.
  - c. Business labs are located in all schools. These labs are equipped with the latest computer equipment, textbooks and software. If the software changes, the new versions are purchased with the hardware and textbooks.
  - d. BlackBoard Learning System software and server was purchased for our district. Administrators and faculty members were in-serviced several times on using the system. Many schools use it within the school for communication, feedback purposes. Correlation of ideas and instructional informational is some of the key uses of BlackBoard.
  - e. Cameron Parish Website is located at [www.camsch.org](http://www.camsch.org). This site provides valuable information on our system as well as individual school web pages. Links are provided to our BlackBoard, Parent Communication Center, web JGradebook, state department and numerous educational sites.

- f. JGradebook is the version of our electronic grade book. Teachers can input assignments, grades and lesson plans from home.
- IX. Other
- a. New Teacher Induction is an orientation for new teachers to our district. Topics include classroom management, payroll, insurance, electronic grade book, lesson plans, etc.

## **DEMOGRAPHICS OF DISTRICT**

Cameron Parish is located in the southwest corner of the state of Louisiana. Cameron Parish is the Parish with the most land area in the United States. The parish has a total area of 1,932 square miles, of which, 1,313 square miles of it is land and 619 square miles of it is water.

Cameron Parish is suited for farming rice, soybeans and crawfish. Hard working farmers have a proud tradition of harvesting large crops. Cameron Parish is also known for its fisheries. The Menhaden industry is one of the largest in the United States and it is located in Cameron. Cameron Parish is home to LNG facilities, where special takers convert the liquid back into gas and offload it into a pipeline system that takes it to shore. The oil and gas industries have long been Cameron Parishes economic lifelines. Many in the communities see liquefied natural gas as an extension of that tradition. The LNG terminals bring hope for jobs that will reverse the trend of residents moving away to find work.

Local residents and tourists enjoy hunting, fishing, bicycling, motorcycling and sporting activities of all kinds. Cameron Parish has numerous parks and recreation facilities. The abundance of recreational opportunities combined with a school system committed to excellence makes Cameron Parish a desirable place to live and raise a family.

According to the U.S. Census report for 2010, the population for Cameron Parish consisted of 6839 people. This is a 31.5 percent drop in population since the year 2000. The number of households in the year 2010 consisted of approximately 3593 in the parish, with a median income of \$55,117. Over 12.3% live below poverty level and the unemployment rate 3.7%. The population is divided racially with approximately 95.7% white residents, 1.7% African American residents and 2.3% Hispanic or Latino.

Approximately 82.0 % of our residents have completed high school and over 12.9% have earned a bachelor's degree or higher.

## STUDENT PERFORMANCE

District Performance Scores (DPS) are a “roll up” of a school district's individual student scores on the LEAP, iLEAP and Graduation Exit Exam as well as attendance and dropout rates, and graduation outcomes. District Performance Scores are calculated with the same formula as School Performance Scores, but use one year of data, as if the district is one large school.

Beginning in the 2010-2011 school year, Louisiana began assigning districts and schools letter grades. Letter grades correspond to District and School Performance Scores.

Cameron Parish School District scores have increased consistently, ranging from 80.0 in 2007 to 100.0 in 2011, with a letter grade of “C”.

## TRENDS OR ISSUES IMPACTING THE SCHOOL SYSTEM

Cameron Parish Schools are fortunate to have the support of the local board, and there is unity of purpose between the goals of the governance body and the identified needs of the system. We have district and school leaders that are enthusiastic and energetic about school improvement, and they welcome the opportunity to always move forward. All of our school leaders are instructional leaders as well as operational managers, and provide direct leadership in improving student performance. Most importantly, we are a holistic entity. Collaboration, community and caring are key elements in our day-to-day operations, and these concepts keep us focused on unity of purpose as they also keep energy levels and morale high. Our district is functional in its delivery of meaningful instruction. The standards that include teaching and learning, documenting and using results, resource and support systems, and the commitment to continuous improvement provide a framework for student success. We have resources aligned with state standards as well as the administrative support and professional development necessary to deliver a quality educational experience for our students.

## MAJOR STRENGTHS AND NEEDS

Cameron Parish Schools are fortunate to have the support of the local board, and there is unity of purpose between the goals of the governance body and the identified needs of the system. We have district and school leaders that are enthusiastic and energetic about school improvement, and they welcome the opportunity to always move forward. All of our school leaders are instructional leaders as well as operational managers, and provide direct leadership in improving student performance. Most importantly, we are a holistic entity. Collaboration, community and caring are key elements in our day-to-day operations, and these concepts keep us focused on unity of purpose as they also keep energy levels and morale high.

Our district is functional in its delivery of meaningful instruction. The standards that include teaching and learning, documenting and using results, resource and support systems, and the commitment to continuous improvement provide a framework for student success. We have resources aligned with state standards as well as the administrative support and professional development necessary to deliver a quality educational experience for our students.

Like other districts across the nation, we face the challenge of closing the achievement gap between the members of the subgroups and the traditionally larger other population. That is part of the challenge of increasing the achievement gap of all students. Our system continues to be challenged by the lack of physical plant needs, as some school are still in the process of building and are recovering from two major hurricanes.

A goal may contain one of multiple objectives. Objectives may contain one or multiple strategies. Strategies may contain one or multiple activities. Activities may contain one or multiple fiscal resources.

Goal

Goal Name:

Math Proficiency

Name of Person Responsible for this Goal:

First Stephanie

Last Rodrigue

Content Area: (select one)

- Arts
- Career and Employability Skills
- Coordinated School Health
- English Language Arts
- Math
- Nutrition
- Physical Education
- Science
- Social Studies
- Other (please specify)

Student Goal Statement:

By 2013-2014, all students will reach high standards at a minimum attaining proficiency or better in Mathematics.

Gap Statement:

Subgroup performance shows a 27.4% gap between whole school and Students with Disabilities.

Cause for Gap:

1. Foundational math knowledge was adversely impacted by Hurricane Rita and Hurricane Ike. In 2005 and 2008 students missed extended periods of instructional time, and many of our students were living in temporary housing.
  2. Lack of curriculum alignment

Describe multiple measures/sources of data you used to identify this gap in student achievement:

Multiple measures/sources of data were reviewed and analyzed to identify this gap in student achievement including (LEAP, iLEAP, GEE, Accelerated Math, Star Math, PLATO, and Curriculum Assessments).

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?

Whole school math index scores will increase from 88.4% to 98.9%. Formative and Summative Assessments will be administered.

Objective

Objective Name:

To improve student proficiency in all strands of math including Algebra and Measurement

Measurable Objective Statement to Support Goal:

- 1.1 To increase students with disabilities proficiency in math from 39.8% to 45.8% as measured by the 2012 state testing.
  - 1.2 To increase 3<sup>rd</sup> grade students' proficiency in math from 98.2% to 105.5% index as measured by the 2012 state testing.
  - 1.3 To increase 4<sup>th</sup> grade students' proficiency in math from 91.9% to 101.3% index as measured by the 2012 state testing.
  - 1.4 To increase 5<sup>th</sup> grade students' proficiency in math from 94.8% to 103.2% index as measured by the 2012 state testing.
  - 1.5 To increase 6<sup>th</sup> grade students' proficiency in math from 79.3% to 92.9% index as measured by the 2012 state testing.
  - 1.6 To increase 7<sup>th</sup> grade students' proficiency in math from 88.9% to 99.3% index as measured by the 2012 state testing.
  - 1.7 To increase 8<sup>th</sup> grade students' proficiency in math from 79.3% to 92.8% index as measured by the 2012 state testing.
- To increase 10<sup>th</sup> grade students' proficiency in math from 92.9% to 101.9% index as measured by the 2012 state testing.

Strategy

Strategy Name:

Meaningful Engaged Learning (MEL) Strategies

Strategy Statement:

Students are engaged and interact with their teachers and peers using interactive instructional strategies that build on prior knowledge which results in learning that is meaningful to students

Procedures for evaluating objectives will include the following strategies:

MEL strategies (Thinking Maps, differentiation strategies, and technology), Tiered Interventions, Accelerated Math results, Star Math and formative assessments will be analyzed by classroom teachers and administration to determine the effectiveness of the interventions.

What research did you review to support the use of this strategy and action plan?

Louisiana Department of Education Initiatives Best Practices, Spring 2009, LDE

[www.louisianaschools.net](http://www.louisianaschools.net).

Meaningful Engaged Learning (MEL) <http://www.ncrel.org/tech>.

Alvermann, Donna E., Ph.D., "Seeing Themselves As Capable and Engaged Readers." (2003). [Online]. Available: <http://www.learningpt.org/pdfs/literacy/readers.pdf>.

Kirsch, I., de Jong, J., LaFontaine, D. McQueen, J. Mendelovits, J., & Monseur, C. (2002). Reading for change: Performance and engagement across countries: Results from PISA 2000. Paris, France: Organization for Economic Co-operation and Development. Retrieved June 7, 2005, from <http://www.literacytrust.org.uk/socialinclusion/children/OECDresearch.html>.

National Association of Secondary School Principals. (2005). Breakthrough high school: Fenway High School. Retrieved June 7, 2005, from <http://www.principals.org/snassp/sec.asp?CID=66&DID=47034>.

Target Areas:

Provide a list of the key characteristics identified as challenge areas (getting started, partially implemented) in the SPR(90) or SPR(40). For example, I.1.A.1: "The curriculum documents are the basic framework for instruction". For NCA CASI schools, please reference the indicators in the ASSIST SA or in the Self Assessment. For example, 1.1: "The school establishes a vision for the school in collaboration with its stakeholders". You may enter key characteristics/indicators that are in addition to challenge areas.

III.2.B.1 Uses Best Practice (partially implemented)  
I.2.B.1 Delivered Instruction (partially implemented)  
II.2.A.6 Collaborative Decision Making Process (partially implemented)

Activity

Activity Name:

- Curriculum Alignment
- Technology Based Learning/Assessment via Accelerated Math, Star Math, PLATO
- Constructed Response Writings

Activity Type:

Professional Development

Planned Begin Date

Planned End Date

Activity Description:

- Review and analyze student data utilized when providing planned activities/interventions in lesson plans to meet the student's deficits in math.
- Grade level teachers will field test and use differentiated lessons and strategies to engage students and improve performance. (Differentiated strategies include the following: Thinking Maps, technology, use of centers/stations, student choices, tiered questioning, and hands-on-activities that are connected to real world situations).

- Grade level teachers and administration will participate in professional development with an emphasis on individualized instruction in a whole group setting.
- Implementation of Accelerated Math and Star Math in grade levels 3-8.
- Implementation of PLATO in grades 2-12.
- Math teachers will meet (regular education and special education teachers) to analyze student data for the purpose of planning and developing problem-solving activities/strategies that are aligned with the Comprehensive Curriculum GLEs.

Math teachers will utilize student assessment data to identify students in need of remediation

Planned staff responsible for implementing activity:

Administrators

Resources

Resource Name:

State Department of Education  
 Region V Service Center  
 Professional Development through contracted and district led trainings

- Funding Source (select one)
- Early Reading
  - Even Start
  - General Funds
  - Great Start Readiness Program (GSRP)
  - No Funds Required
  - Section 31 a
  - Section 32e
  - Section 41
  - Special Education
  - Title I Part A
  - Title I Part C

- Title I Part D
- Title I School Improvement
- Title II Part A
- Title II Part D
- Title III
- Title IV Part A
- Title V Part C
- USAC – Technology
- Other Braided Funding

Goal

Goal Name:

ELA Proficiency

Name of Person Responsible for this Goal:

First

Last

Content Area: (select one)

- Arts
- Career and Employability Skills
- Coordinated School Health
- English Language Arts
- Math
- Nutrition
- Physical Education
- Science
- Social Studies
- Other (please specify)

Student Goal Statement:

By 2013-2014, all students will reach high standards at a minimum attaining proficiency or better in ELA.

Gap Statement:

Subgroup performance shows a 31% gap between whole school and Students with Disabilities.

Cause for Gap:

2. Foundational ELA knowledge was adversely impacted by Hurricane Rita and Hurricane Ike. In 2005 and 2008 students missed extended periods of instructional time, and many of our students were living in temporary housing. 2. Lack of curriculum alignment

Describe multiple measures/sources of data you used to identify this gap in student achievement:

Multiple measures/sources of data were reviewed and analyzed to identify this gap in student achievement including (LEAP, iLEAP, GEE, Accelerated Reading, Star Reading, Plato, and Curriculum Assessments).

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?

Whole school reading index scores will increase from 95.1% to 103.4%. Formative and Summative Assessments will be administered.

Objective

Objective Name:

To improve student proficiency in all strands specifically read, analyze and respond to literature.

Measurable Objective Statement to Support Goal:

- 2.1 To increase students with disabilities proficiency in ELA from 39.8% to 45.8% as measured by State testing (iLEAP, LEAP, GEE)
- 2.2 To increase 3<sup>rd</sup> grade proficiency in ELA from 95.5% to 103.7% index as measured by State testing (iLEAP, LEAP, GEE).
- 2.3 To increase 4<sup>th</sup> grade proficiency in ELA from 106.2% to 110.8% index as measured by State testing (iLEAP, LEAP, GEE).
- 2.4 To increase 5<sup>th</sup> grade proficiency in ELA from 97.1% to 104.8% index as measured by State testing (iLEAP, LEAP, GEE).
- 2.5 To increase 6<sup>th</sup> grade proficiency in ELA from 90.9% to 100.6% index as measured by State testing (iLEAP, LEAP, GEE).
- 2.6 To increase 7<sup>th</sup> grade proficiency in ELA from 96.3% to 104.2% index as measured by State testing (iLEAP, LEAP, GEE).
- 2.7 To increase 8<sup>th</sup> grade proficiency in ELA from 107.4% to 111.6% index as measured by State testing (iLEAP, LEAP, GEE).
- 2.8 To increase 10<sup>th</sup> grade proficiency in ELA from 82.9% to 95.2% as measured by State testing (iLEAP, LEAP, GEE).

Strategy

Strategy Name:

Meaningful Engaged Learning (MEL) Strategies

Strategy Statement:

Students are engaged and interact with their teachers and a peer using interactive instructional strategies that build on prior knowledge which results in learning that is meaningful to students. Procedures for evaluating objectives will include the following strategies: MEL strategies (Thinking Maps, differentiation strategies, and technology), Tiered Interventions, DIBELS, Accelerated Reader results, Star Reading. Formative assessments will be analyzed by classroom teachers and administration to determine the effectiveness of the interventions.

What research did you review to support the use of this strategy and action plan?

Louisiana Department of Education Initiatives  
Best Practices, Spring 2009 LDE [www.louisianaschools.net](http://www.louisianaschools.net).  
Meaningful Engaged Learning (MEL) <http://www.ncrel.org/tech>.  
Alvermann, Donna E., Ph.D., "Seeing Themselves As Capable and Engaged Readers." (2003). [Online]. Available: <http://www.learningpt.org/pdfs/literacy/readers.pdf>.  
National Association of Secondary School Principals. (2005). Breakthrough high school: Fenway High School. Retrieved June 7, 2005, from <http://www.principals.org/snassp/sec.asp?CID=66&DID=47034>.

Target Areas:

Provide a list of the key characteristics identified as challenge areas (getting started, partially implemented) in the SPR(90) or SPR(40). For example, I.1.A.1: "The curriculum documents are the basic framework for instruction". For NCA CASI schools, please reference the indicators in the ASSIST SA or in the Self Assessment. For example, 1.1: "The school establishes a vision for the school in collaboration with its stakeholders". You may enter key characteristics/indicators that are in addition to challenge areas.

III.2.B Uses Best Practices (partially implemented)  
I.2.B.1 Delivered Instruction (partially implemented)  
II.2.A.6 Collaborative Decision Making Process (partially implemented)

Activity

Activity Name:

- Curriculum Alignment
- Technology Based Learning/Assessment via Accelerated Reader, Star Reading, PLATO
- Constructed Response Writings

Activity Type:

Professional Development

Planned Begin Date

Planned End Date

Activity Description:

Initial: Interventionists and grade level ELA teachers will be provided follow up training in delivering strategic, intensive 30 minute intervention sessions for tiered interventions. The purpose is to identify specific strategies for each tier of intervention to ensure consistency in meeting students' individual needs in reading.

Support: PD for literacy training for teachers will be provided as determined by the district supervisors to ensure that interventions are supported in the classrooms.

Follow-up: Grade level meetings will be used to analyze student work to determine the effectiveness of interventions in improving student performance. Interventionists will confer with teachers concerning student progress.

Reading interventionists and grade level teachers will field test and use differentiated lessons and strategies in intervention sessions, literacy centers, and whole group ELA instruction.

Identified students attend daily scheduled intervention sessions within regular school day as prescribed by the intervention model. Programs and strategies used include DIBELS, Harcourt, Storytown, LEAP Remediation, etc...

ELA teachers will meet quarterly (regular education and special education teachers) to analyze student data for the purpose of planning and developing “read, analyze, and respond” activities/strategies that are aligned with the Comprehensive Curriculum GLEs.

ELA teachers will utilize student assessment data to identify students in need of remediation in the area of “writing” content development. Students will practice daily on individualized activities to increase knowledge of the fundamentals of writing.

Presenters will model “*Best Practices*” for graphic organizers with respect to constructive responses. The presenter will demonstrate these practices in a “real” classroom setting involving the teacher and students.

Planned staff responsible for implementing activity:

Administrators

Resources

Resource Name:

State Department of Education  
Region V Service Center  
Professional Development through contracted and district led trainings

Funding Source  
(select one)

- Early Reading
- Even Start
- General Funds
- Great Start Readiness Program (GSRP)
- No Funds Required

- Section 31 a
- Section 32e
- Section 41
- Special Education
- Title I Part A
- Title I Part C
- Title I Part D
- Title I School Improvement
- Title II Part A
- Title II Part D
- Title III
- Title IV Part A
- Title V Part C
- USAC – Technology
- Other Braided Funds

Goal

Goal Name: School and Community Relations

School Environment

Name of Person Responsible for this Goal:

First

Last

Content Area: (select one)

- Arts
- Career and Employability Skills
- Coordinated School Health
- English Language Arts
- Math
- Nutrition
- Physical Education
- Science
- Social Studies
- Other (please specify)

School Climate

Student Goal Statement:

Create a positive school climate that is conducive to a safe learning environment.

Gap Statement:

According to Parent and Teacher Opinion Inventory, our district can do a better job in dealing with issues and problems students will face in the future.

Cause for Gap:

Students in the district have experienced transitions in many areas of their lives because of Hurricane Rita and Ike. Temporary housing and sharing school facilities are also concerns that contributed to the gaps.

Describe multiple measures/sources of data you used to identify this gap in student achievement:

According to the AdvancED Parent and Teacher Opinion Inventory our schools can do a better job in dealing with issues and problems they will face in the future. According to our Student Opinion Inventory, students feel they need more access to a variety of resources to help them succeed in their learning such as technology, media center, and libraries. According to Support Staff Opinion Inventory, our schools could make improvements in providing a safe and orderly environment for learning.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?

Professional Development Evaluations

Objective

Objective Name:

School and Community Relations

Measurable Objective Statement to Support Goal:

The district will communicate assessment data, performance scores, behavioral data, and perceptual data to stakeholders.  
The district will provide professional development for technology.

Strategy

Strategy Name:

Data-Driven Decision Making

Strategy Statement:

The district will communicate educational issues more effectively with stakeholders. The district will increase dialogue within the educational community. The district will use data to increase school efficiencies and improve student achievement.

What research did you review to support the use of this strategy and action plan?

Data and Research and Resources for Staff Development  
<http://www.nsd.org/library/research.cfm>

Target Areas:

Provide a list of the key characteristics identified as challenge areas (getting started, partially implemented) in the SPR (40). For example, I.1.A.1: "The curriculum documents are the basic framework for instruction. You may enter key characteristics/indicators that are in addition to challenge areas."

IV.1.A.2 Diversity (Partially Implemented)  
IV.1.B.3 Decision-Making (Partially Implemented)  
IV.2.B.3 Community Agencies (Partially Implemented)

Activity

Activity Name:

- The schools will make an effort to communicate with parents and families at traditional school functions, such as parent/teacher conferences and other sponsored events.
- Parents will serve on a variety of traditional roles at school such as fund raising, classroom support, and reviewing and making recommendation for technology, pupil progression, and vocational needs.
- Community agency support to families and students is focused on services and treatment.

Activity Type:

Professional Development

Planned Begin Date 08/09/2011

Planned End Date 05/26/2012

Activity Description:

- District provides professional development opportunities for learning how to use technology.
- The district attempts to avoid scheduling conflicts with cultural/religious days of significance.
- Schools will provide invitations to IEP meeting that are convenient to parents.
- Parent will be invited to serve on pupil progression, technology, and Carl Perkins Committees.
- District provides CPR instruction, shots for student at no cost to parents.

Planned staff responsible for implementing activity:

Administration

Resources

Resource Name:

State Department of Education  
Professional Development

Funding Source  
(select one)

- General Funds
- No Funds Required
- IDEA Part B
- IDEA Preschool
- Title I Part A
- Title II Part A
- HEAP – Hurricane Educators Assistance Program
- Other

**Additional Requirements**

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data,

perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

Comprehensive needs assessment is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards as well as the results of the school surveys of staff, teachers, students, and community stakeholders.

#### Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

Curriculum is aligned with State Comprehensive Curricula and the Grade Level Expectations. Teacher lesson must reflect SCC and the GLE's. **CRAGS** were developed by grade level and subject level teachers throughout the parish, along with a suggested timeline for teaching the GLE's. After the iLEAP, GEE, EOC, LEAP results are received, the curriculum is revised to address weaknesses.

2. Describe how decisions about curriculum, instruction and assessment are made at this school, and how all stakeholders are involved in the process.

Student data from ELFA, STEEP, PLATO, DIBELS, ALLP, iLEAP, LEAP, GEE, EOC, and benchmark testing are examined from a range of two to six weeks to determine student progress. All teachers, administrators, central office supervisors, review this data to determine the course of action. Parents are then informed by letter, progress reports, Blackboard, Parent Command Center, student mentor program, and nine week report cards.

#### Staff Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. These specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section.

#### Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

Alternative measures of assessment used are PLATO, DIBELS, STEEP, ALLP, Accelerated Math, Accelerated Reader, and teacher developed tests. Students are tested using these programs to determine their skill level and retested every two to three weeks to monitor student progress. Accelerated Reader Incentives are given for nine week period or when teacher-set goals are met. (i.e. cupcakes, parties, pizza parties, ribbons, bookmarks, certificates, etc...)

### Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

1. Students are pre tested at the beginning of the year and then retested at mid-term and again at the end of the year using PLATO.
2. Progress is monitored using DIBELS and STEEP, and third through fifth grade students are tested every two to three weeks.

### Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

The Trend Data Calculator is updated annually and data is reviewed, analyzed, and tracked to reflect changes in student progress based on state mandated tests (LEAP, iLEAP , EOC, etc.) The SIP is updated and reviewed annually based on information and data reviewed.

2. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

Student Progress Reports (every 4 ½ weeks), Report Cards (every nine weeks), Parent nights (Open House, Meet and Greet, Informational meetings, Teacher Mentor Programs (every two weeks), IEPs & IAPs/for special student populations, Blackboard, Parent Command Center, Annual School Report Card, Cameron Pilot (Academic/Extra Curricular Achievements)

### Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

Stakeholders are provided the opportunity to review, discuss, make suggestions and encouraged to participate in all School Improvement endeavors and be part of the SIP Team. Surveys are also conducted to establish goals and objectives.

## Assurances

### EdYES!

1. Literacy and math are tested annually in grades 2-11:

<http://legislature.mi.gov/doc.aspx?mcl-380-1280b>

Yes

No

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this).

Yes

Provide link if available:

<http://www.doe.state.la.us/data/>

No

### Educational Development Plan

1. Our school has the 8th grade parent/state approved Individual Graduation Plans (IGPs) on file.

Yes

No

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Yes

No

### Health and Safety

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary – whether you’ve completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our school has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.
  - No written policy
  - Written policy, but not fully implemented
  - Written policy, fully implemented
  
2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.
  - Yes (*Harry Wong Series on Classroom Mgmt.*)
  - No
  
3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.
  - Yes
  - No
  
4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.
  - Yes
  - No
  
5. Our school has taken action on the Louisiana State Department of Education Policy on Comprehensive School Health Education.
  - No action taken
  - Reviewed policy, but not yet adopted
  - Adopted policy, but not fully implemented
  - Adopted policy, fully implemented
  
6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.
  - Yes (CPR Certified)
  - No

7. The health education curriculum used in our school is the Louisiana Physical Education Comprehensive Curriculum.
- Yes
  - No, but use a health education curriculum
  - No, do not use a health education curriculum
8. The health education curriculum used in our school involves student interaction with their families and their community.
- Yes
  - No
9. Our school has taken action on the President's Physical Fitness Program.
- No action taken
  - Reviewed policy, but not yet adopted
  - Adopted policy, but not fully implemented
  - Adopted policy, fully implemented (Presidents Physical Fitness Program)
10. At our school, physical education teachers annually participate in professional development specific to physical education.
- Yes
  - No
11. The physical education curriculum used in our school is:
- Louisiana Comprehensive Curriculum
  - President's Physical Fitness Program
  - No curriculum
12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.
- Yes
  - No

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

- 150 minutes or more at elementary level, 225 minutes or more at middle/high level
- 91-149 minutes at elementary level, 136-224 minutes at middle/high level
- 60-90 minutes at elementary level, 106-135 minutes at middle/high level
- 59 minutes or less at elementary level, 105 minutes or less at middle/high level

14. Our school has taken action on the Louisiana State Department of Education Policy on Nutrition Standards.

- No action taken
- Reviewed policy, but not yet adopted
- Adopted policy, but not fully implemented
- Adopted policy, fully implemented

15. The food service director/manager participated professional development related to food or nutrition during the past 12 months.

- Yes – view health and food safety videos monthly
- No

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

- Yes-monthly newsletter follows Wellness Policy and National School Lunch Program guidelines
- No

17. During the past 12 months, our school has followed DOE regulations and guidelines issued by the Pennington Biomedical Research Center in Baton Rouge, Louisiana, to help evaluate/improve school meals or foods offered in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

- Yes
- No

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending.

- Yes
- No

19. Our school has a health services provider or school nurse accessible to students.
- Yes, we have a health services provider or school nurse for every 650 students
  - Yes, but we do not have a health services provider or school nurse for every 650 students
  - No
20. Our school has a written policy on school safety that involves SHAC – School Health Advisory Council, Crisis Management, and stakeholders in collaborative efforts to help ensure a safe school environment.
- No written policy
  - Written policy, but not fully implemented
  - Written policy, fully implemented
21. Our school has a system in place for collecting relevant student medical information.
- Yes
  - No
22. Our school has taken action on the Louisiana State Department of Education Positive Behavior Support Policy.
- No action taken
  - Reviewed policy, but not yet adopted
  - Adopted policy, but not fully implemented
  - Adopted policy, fully implemented
23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.
- Yes    Christus St. Patricks Clinic
  - No
24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.
- Yes    Christus St. Patrick Clinic, Red Ribbon Week, State Police Mock Accidents
  - No

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Yes

No

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Yes

No

27. Our school's mission statement includes the support of employee health and safety.

Yes

No

28. During the past year, our district supported staff participation in health promotion programs by having a budget for staff health promotion.

Yes      Central Office Provides the Budget

No

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Yes

No

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

No written policy

Written policy, but not fully implemented

Written policy, fully implemented

31. Our district has a parent education program.

Yes-Adult GED classes parish wide, Adult Educ. at Grand Lake School

No

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

- Yes-SHAC – School Health Advisory Council includes parents
- No

33. During non- school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

- Access to all indoor facilities
- Access to some indoor facilities
- Access to no indoor facilities

## Stakeholders

List the names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title (salutation)	First Name	Last Name	Position	E-mail
Mrs.	Rebecca	Marcantel	Supervisor	<a href="mailto:Rebecca_Marcantel@camsch.org">Rebecca_Marcantel@camsch.org</a>
Mrs.	Natasha	Walston	Counselor	<a href="mailto:Natasha_walston@camsch.org">Natasha_walston@camsch.org</a>
Mr.	Robert	Kimball	Principal	<a href="mailto:Robert_kimball@camsch.org">Robert_kimball@camsch.org</a>
Mr.	Charles	Wilson	Assist.Prin.	<a href="mailto:Charles_wilson@camsch.org">Charles_wilson@camsch.org</a>
Ms.	Melissa	Guidry	Teacher	<a href="mailto:Melissa_guidry@camsch.org">Melissa_guidry@camsch.org</a>
Mrs.	Nancy	Boudreaux	Supervisor	<a href="mailto:Nancy_boudreaux@camsch.org">Nancy_boudreaux@camsch.org</a>
Mrs.	Jackie	Holmes	Assist. Prin.	<a href="mailto:Jackie_holmes@camsch.org">Jackie_holmes@camsch.org</a>
Mrs.	Kristin	Brooks	Assist. Prin.	<a href="mailto:Kristin_brooks@camsch.org">Kristin_brooks@camsch.org</a>
Mr.	David	Duhon	Principal	<a href="mailto:David_duhon@camsch.org">David_duhon@camsch.org</a>
Mr.	Gregoire	Theriot	Supervisor	<a href="mailto:Gregoire_theriot@camsch.org">Gregoire_theriot@camsch.org</a>
Mr.	John	White	Pupil Appraisal	<a href="mailto:John_white@camsch.org">John_white@camsch.org</a>
Mrs.	Michaeil	Booth	Teacher	<a href="mailto:Michaeil_booth@camsch.org">Michaeil_booth@camsch.org</a>
Mrs.	Shaun	Kyle	Teacher	<a href="mailto:Shaun_kyle@camsch.org">Shaun_kyle@camsch.org</a>
Mrs.	Cynthia	Carpenter	Supervisor	<a href="mailto:Cynthia_carperter@camsch.org">Cynthia_carperter@camsch.org</a>
Mrs.	Sethie	Trosclair	Assist. Prin.	<a href="mailto:Sethie_trosclair@camsch.org">Sethie_trosclair@camsch.org</a>
Mr.	Brady	Wainwright	Finance	<a href="mailto:Brady_wainwright@camsch.org">Brady_wainwright@camsch.org</a>

Mrs.	Allison	Devall	Teacher	<a href="mailto:Allison_devall@camsch.org">Allison_devall@camsch.org</a>
Mrs.	Kathy	Helmer	Librarian	<a href="mailto:Kathy_helmer@camsch.org">Kathy_helmer@camsch.org</a>
Mrs.	Sheila	Miller	Supervisor	<a href="mailto:Sheila_miller@camsch.org">Sheila_miller@camsch.org</a>
Mrs.	Dana	Baccigalopi	Parent	<a href="mailto:Danabacc@hotmail.com">Danabacc@hotmail.com</a>
Mr.	Jerry	Trahan	Business	<a href="mailto:ltrahan1475@yahoo.com">ltrahan1475@yahoo.com</a>
Mr.	Mike	Montie	Parent	337-249-6152
Mrs.	Darla	Montie	Business	337-598-4866
Mrs.	Janice	Broussard	Parent	337-542-4825
Mrs.	Sue	Mhire	Grandparent	<a href="mailto:Sue_mhire@camsch.org">Sue_mhire@camsch.org</a>
Mrs.	Leslie	Trahan	Parent	<a href="mailto:ltrahan1475@yahoo.com">ltrahan1475@yahoo.com</a>
Mr.	David	Montie	Parent	337-598-4866
Mr.	Carl	Broussard	Public	337-775-5316
Mrs.	Debbie	Savoie	Parent	<a href="mailto:Dksavoie_37@yahoo.com">Dksavoie_37@yahoo.com</a>
Mr.	Ryan	Bourriague	Public	<a href="mailto:Rbourr1@alumni.lsu.edu">Rbourr1@alumni.lsu.edu</a>
Mrs.	Stacy	Miller	Parent	337-794-8757
Mrs.	Gwen	Poole	Parent	<a href="mailto:gpoole@targaresources.com">gpoole@targaresources.com</a>
Father	Richard	Uche	Priest	<a href="mailto:frichuche@yahoo.com">frichuche@yahoo.com</a>
Father	Tim	Goodly	Priest	<a href="mailto:lmt12@juno.com">lmt12@juno.com</a>

## Statement of Non-Discrimination

**In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.**

**To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.**

Contact Information

Institutions are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Contact Name	Stephanie Rodrigue
Position	Superintendent
Address	510 Marshall Street, Cameron, LA 70631
Phone Number	337 775 5784

References

- Title VI of the Civil Rights Act of 1964
- Section 504 of the Rehabilitation Act of 1973
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen Prohibits Discrimination Against Religion

**Supporting Documentation**

Attach any additional information necessary to support your school improvement plan (optional). All information should be labeled clearly.