

The background of the slide features a large, faint watermark of the Louisiana Department of Education seal. The seal is circular and contains the text "STATE OF LOUISIANA" at the top, "DEPARTMENT OF EDUCATION" at the bottom, and "CONFIDENCE IN EDUCATION" in the center. In the center of the seal is an eagle with its wings spread, perched on a globe.

**East Baton Rouge Parish Schools
Strategic/Accountability Plan**

**★ *School Improvement Plan* ★
for
*Baton Rouge Magnet High School***

**Division of Educational Improvement and Assistance
Office Student and School Performance
Louisiana Department of Education**

Submission Date: June 6, 2008

Baton Rouge Magnet High School

9-12

2825 Government Street
Baton Rouge, LA 70806

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Check where applicable:

- Louisiana Approved School
- Charter School
- Alternative School
- School in School Improvement
- School with Comprehensive School Reform Program
- Title I School Schoolwide Targeted Assistance
- Member of Southern Association of Colleges and Schools
- LINCS
- Distinguished Educator
- Reading First School
- Grant Application

Name of Grant: _____

Contact Person: _____

Phone: _____

E-mail: _____

Principal's Signature: _____ **Date:** _____

Superintendent's Signature: _____ **Date:** _____

Directions on What to Submit to the LDE and How to Complete the *SIP Template*

- ❑ For schools in School Improvement, submit the plan with the state's *Rubric for the Evaluation of School Improvement Plans Summary Report* on disk to the designated division of the LDE, if required.
- ❑ Mail the Cover Page, District Assurance, and Faculty Assurance.
- ❑ Use 11 point font.
- ❑ Insert page numbers in the Table of Contents.
- ❑ For SIPs that have been revised, indicate material that has changed on the *Strategy Planning Worksheet* with strikethroughs (lines inserted through the changes). Place revisions in bold after the strikethroughs.
- ❑ For any completed activity, write the word *completed* in parenthesis following the strikethroughs.
- ❑ If any item/activity is incomplete, explain in a brief note in parenthesis why the activity was not completed.
- ❑ For grant applications, place in bold *Activities and Action Steps* for targeted funding should the grant be awarded. Include the title of the grant as well as the name, email address, and phone number of the contact person on the Cover Page of the *School Improvement Plan Template*.
- ❑ For original signatures, **USE BLUE INK.**
 - ❑ Principal's Signature
 - ❑ Superintendent's Signature
 - ❑ DAT Members' Signatures, if assigned.
 - ❑ School Support Team Members' Signatures
 - ❑ School Improvement Team Chair's Signature

**Schools submit SIPs to the district for evaluation using the state's rubric*

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DATA PORTFOLIO

The following items should make up the Data Portfolio (to be kept on file at the school):

- Subgroup Component Report and Principal's Report Card for the last three years.
- Summary of Findings of Survey Data and all source documents. (Teachers, Parents, Students, and Principal) May be completed online. If Parent sample size is inadequate, there must be Parent Focus Group(s).
- Summary of Findings of Interview Data and all source documents. (Principal, Counselor, and Teachers) (**Not** Optional for Schools in School Improvement/CSRP)
- Summary of Findings of Focus Group Data and all source documents. (Teachers, Students, and Parents) (**Not** Optional for Schools in School Improvement/CSRP)
- Copy of the Data Triangulation Form
- Comprehensive Needs Assessment: Final Report
- DRA and DIBELS Reports
- Data Analysis Template (Trend Data history, Discipline/Behavior history, etc.)
- Data Notebook (for schools participating in *School Analysis Model-SAM 2000* or *LANA online*)
- Cognitive Summary Data (ITBS/ITED, ACT, PSAT, etc.)
- Citation from monitoring of Federal Programs – if applicable (e.g., Special Education and corresponding Corrective Action Plans)
- Scholastic Audit Next Steps, if applicable.

DISTRICT ASSURANCE

- ❑ For schools in School Improvement, and for schools with CSRP models, I hereby certify that this plan was developed with the assistance of a District Assistance Team and/or School Support Team, as applicable, in collaboration with the School Improvement Team.
- ❑ I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.
- ❑ I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
- ❑ I hereby certify that this plan has all of the following components:
 - A statement of the school's mission
 - Evidence of the use of a comprehensive needs assessment, which should include the following data analysis information:
 - Data Triangulation tables
 - Data Comprehensive Needs Assessment Summary Report
 - Goals and measurable objectives
 - Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Professional Development components aligned with assessed needs
 - Family and community involvement activities aligned with assessed needs
 - Evaluation strategies that include methods to measure progress of implementation
 - Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
 - An action plan with timelines and specific activities for implementing the above criteria
- ❑ I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Superintendent's signature (blue ink)

Principal's signature (blue ink)

Assistant Superintendent's signature (blue ink)

Chair, School Improvement Team (blue ink)

District Assistance or School Support Team Leader (blue ink)

District Assistance or School Support Team Member (blue ink)

District Assistance or School Support Team Members (blue ink)

District Assistance or School Support Team Members (blue ink)

Not Applicable (No District Assistance or School Support Team in place)

SCHOOL IMPROVEMENT TEAM

School Improvement Team Members	Position
Andrea Farmer	English Teacher
Doris Parrino	Math Teacher
Sheronda Webb	Social Studies Teacher
Fran Frost	Science Teacher
Jessica Matens	Writing QST team
Danny Veals	Parent Faculty Club President
Lauren Ford	Volunteer Coordinator
Marcus Alexander	SGA President
Peggy Lede	Executive Secretary

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 70 Date: May 23, 2008

The following faculty members have reviewed the School Improvement Plan and have discussed their part in implementing it.

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
1.				
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17.				
18.				

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
19.				
20.				
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38.				
39.				

MISSION STATEMENT

The mission of BRMHS is to provide a college preparatory curriculum that will enable students to be lifelong learners, critical thinkers, and ethical citizens who can function in an increasingly technical, diverse and global environment.

List the names and occupations of those persons who participated in developing the mission statement:

Name	Title/Occupation
Fred Aldrich	Teacher
Darrilyn Melton	Teacher
Shannon Gasperecz	Teacher
Sylvia Martinez	Teacher
James Juransinski	Teacher

FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES

(Place an **X** in the status area for each program implemented at your school)

Program List: (including during- and after-school programs)	Currently Using (Mark with an X)	No. of Years	Proposed Program (Mark with an X)	Deleted Program (Mark with an X)
Career to Work				
Extended Day Program				
HIPPY				
INTECH				
INTECH 2 Science				
INTECH Social Studies				
La GEAR-UP				
LaSIP	x	<u>5</u>		
LEAD TECH				
Math/Science Partnership				
Pre-School Program				
School-to-Work	x	<u>5</u>		
The Strategic Instruction Model (SIM)				
Other: Accelerated Reader	x	<u>5</u>		
Accelerated Math				x

<p>List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above):</p> <ul style="list-style-type: none"> • Click Here to Enter
<p>List the Distance Learning (i.e., web-based, satellite) courses provided for your students:</p> <ul style="list-style-type: none"> • Click Here to Enter

SCHOOL POLICIES AND PARTNERSHIPS

Policy	Policy #/Bulletin # Reference	Date revised (xx/xx/xxxx)	Copy on file at school? (Yes or No)
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741		Yes
Family Involvement Policy	§ 1903/741 and § 1118/Title I		Yes
Security Procedures (metal detectors, etc.)	§ 339/741		Yes
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741		Yes
Student Code of Conduct	§ 1115/741		Yes
Crisis Management (emergency/evacuation plan)	§ 339/741		Yes

School Partnerships (Type the name of each partner in the space provided)	
University	BRCC, LSU, Southern
Technical Institute	
Feeder School(s)	Sherwood Middle Magnet and McKinley Middle Magnet
Community	
Business/Industry	
Private Grants	
Other	

DATA TRIANGULATION

Supporting Source #1

Instrument: STAR Reading test
Data Type: Quantitative Test Data
Findings: Sets benchmarks for individual readers including improvements each semester. STAR is given at the beginning of each semester to show growth

Supporting Source #2

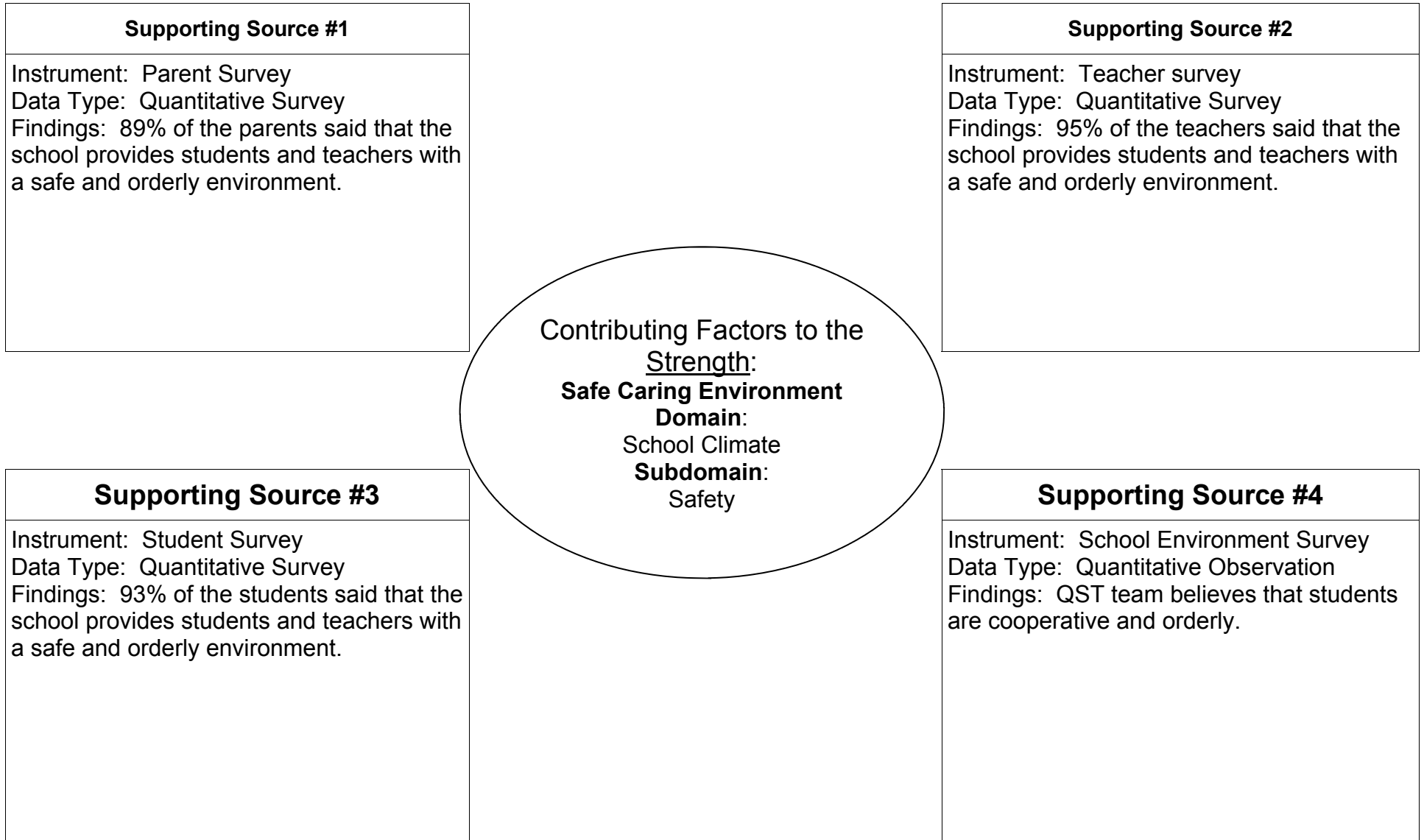
Instrument: Accelerated Reader
Data Type: Quantitative Test Data
Findings: Reading comprehension for the ninth and tenth grade students is over 85% correct

Contributing Factors to the Strength:
Renaissance Learning
Domain:
Curriculum/Instruction
Subdomain:
Accelerated Reader

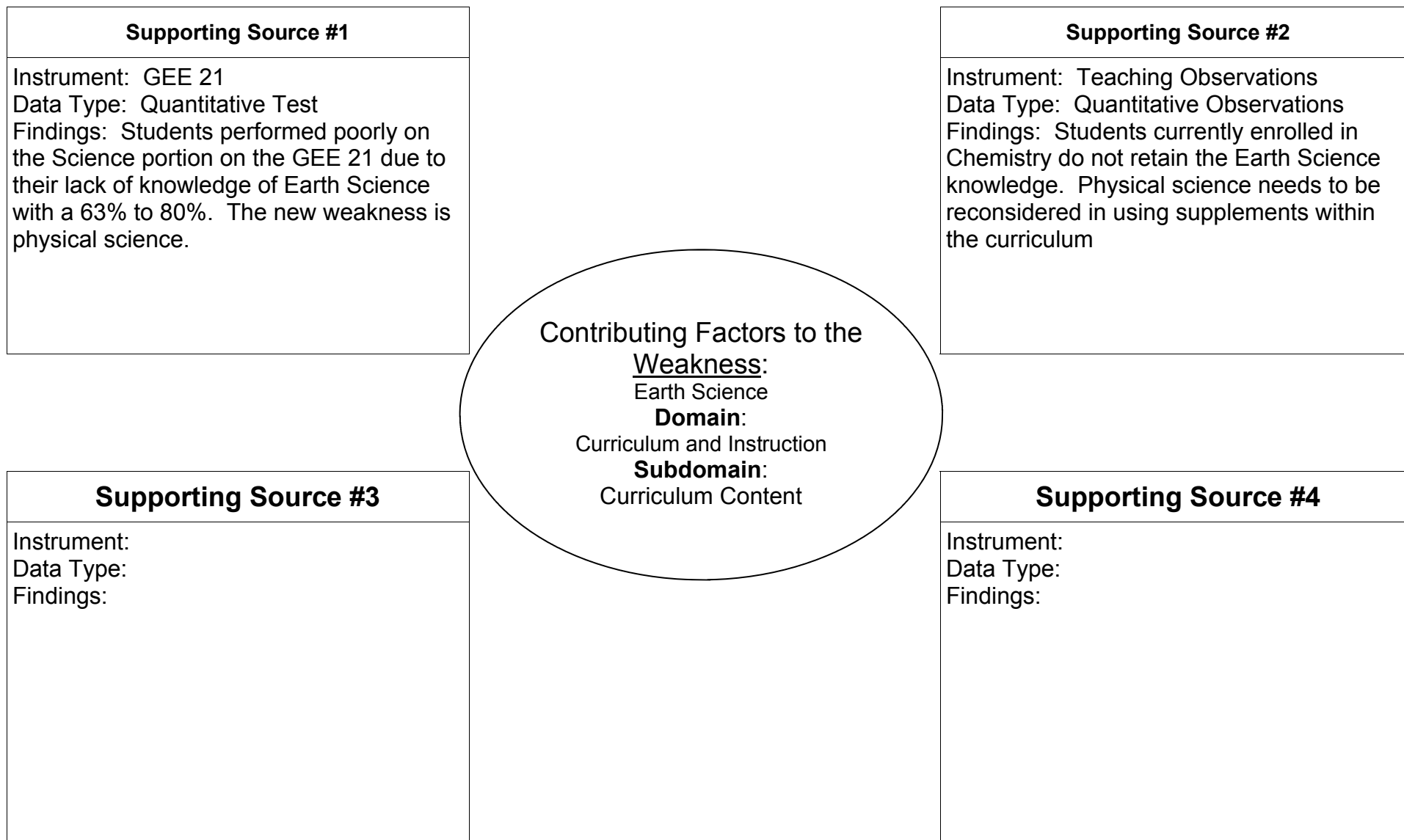
Instrument: GEE 21
Data Type: Quantitative Data
Findings: Improvements in Reading, Comprehension, and responding over the past four years: 76%, 79%, 81%, 78%

Instrument: ILEAP
Data Type: Quantitative Data
Findings: Improvements in Reading Comprehension and responding over the past two years: 74% and 75%.

DATA TRIANGULATION



DATA TRIANGULATION



DATA TRIANGULATION

Supporting Source #1

Instrument: Teacher Team Survey
Data Type: Quantitative Observation
Findings: QST observed teacher team reviewing data reports successfully in one area, but the other teams need to be as consistent.

Supporting Source #2

Instrument: IMT survey
Data Type: Quantitative Survey
Findings: IMT members reported that teachers do not all meet on a regular basis.

Contributing Factors to the
Weakness:
Use of data by teacher teams
Domain:
Staff Development
Subdomain:
Evaluative Focus

Supporting Source #3

Instrument: Administrator Survey
Data Type: Quantitative Survey
Findings: Administrator reported that teachers do not use the data as well as they could.

Supporting Source #4

Instrument:
Data Type:
Findings:

DATA TRIANGULATION

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

Part 1:

For Title I Schools: ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SIP. This data should reflect findings on *Step 10* of the Trend Data Analysis worksheet.

Rank-order the identified areas of strength (3-5) from the ***student performance and attendance and/or dropout data*** and indicate the supporting data sources:

STRENGTHS	DATA SOURCE
1. English	GEE 21/ILEAP
2. Math	GEE 21/ILEAP
3. Social Studies	GEE 21/ILEAP
4. Science	GEE 21/ILEAP
5.	

Rank-order the identified areas of weakness (3-5) from the student performance and attendance and/or dropout data and indicate the supporting data sources:

WEAKNESSES	DATA SOURCE
1. Science	GEE 21/ILEAP
2.	
3.	
4.	
5.	

The identified weaknesses will lead to the goals.

Part 2:

This data should reflect the findings from the needs assessment as reported on the Data Triangulation sheets.

List the contributing factors from the **attitudinal/perceptual, behavioral, and archival data** of the previously identified strengths:

CONTRIBUTING FACTORS TO THE STRENGTHS	DATA SOURCE
1. Accelerated Reader/Reading Renaissance	AR Summary Reports
2. Cameras installed to make campus more secure	Observation
3.	
4.	
5.	

List the contributing factors from the attitudinal/perceptual, behavioral, and archival data of the previously identified weaknesses:

CONTRIBUTING FACTORS TO THE WEAKNESSES	DATA SOURCE
1. Lack of reviewing of Earth Science for the GEE 21	GEE 21
2. Lack of use of data provided by Edusoft reports	Surveys
3.	
4.	
5.	

The contributing factors of the weaknesses will lead to the strategies.

SCHOOL PERFORMANCE SCORE CHART

Baseline SPS (Enter year and enter score)	Growth SPS (Enter year and enter score)	Growth Target (Enter year and enter target)
School Baseline SPS <u>2005</u> : <u>168.2</u>	School Growth SPS <u>2005</u> : <u>170.2</u>	School GT <u>2005</u> : <u>171.4</u>
School Baseline SPS <u>2006</u> : <u>171.7</u>	School Growth SPS <u>2006</u> : <u>147.7</u>	School GT <u>2006</u> : <u>149.7</u>
School Baseline SPS <u>2007</u> : <u>149.4</u>	School Growth SPS <u>2007</u> : <u>149.6</u>	School GT <u>2007</u> : <u>151.2</u>

Use Principal's Report Card: www.louisianaschools.net/lde/pair/1989.asp

STRATEGY PLANNING WORKSHEET – GOAL 1

GOAL 1: Increase Student Achievement in Reading/English Language Arts

Objective(s):

- 9th Grade - Increase the percentage of students scoring Proficient on the iLEAP in English/language arts from 99% in 2008 to 100% in 2009.
- 10th Grade – Increase the percentage of student scoring Proficient on the GEE in English/language arts from 99% in 2008 to 100% in 2009.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) - : Large variations of reading comprehension skills in the 9th grade students

Bibliographic Notation: Reading Renaissance, Inc.- Accelerated Reader and Accelerated Writer

Brief Summary of Research: The research shows that students who at risk in reading comprehension raise their scores by two grade levels in one semester in most cases. STAR Reading provides accurate, norm-referenced scores for students in minutes as well as monitors each student's growth at key points. The Accelerated Reader program motivates students of all abilities to read more and to choose better books. This program will raise scores on the ILEAP and the GEE with scientific-based research to prove it.

Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs? Our students as a whole read at higher comprehension rates than most schools, so the accelerated reader program is individualized to each reach a higher level of comprehension.

Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students: Students are able to work at their own pace.

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: This strategy addresses all needs of all subgroups.

Procedures for Evaluating the Goal, Objective(s) and Strategy: Students will take the STAR reading test at the beginning of school, in January, at the end of school, and again at the beginning of the tenth grade.

ACTION PLAN – GOAL 1

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	Students will take the STAR reading test to determine their reading levels.	School And magnet funds	* , *** # , ###	none	First semester of this fall, 47% of ninth students were considered at risk and at the first of the second semester 27% of the students were considered at risk.	School-wide summary report School-wide growth report Grades STAR reading exams
	Ninth grade students will be assigned two writing assignments each six weeks using Accelerated Writer and tenth graders will be using Merrick Software.	School and Magnet Funds	* , *** #		Students will improve their vocabulary use in their writing as indicated by the QST.	Student writing samples with rubrics

* Indicates Professional Development Learning
 ** Indicates Family Involvement Activities
 *** Indicates Curriculum Activities (if applicable)

Indicates Safe and Drug-Free Activities (if applicable)
 ## Indicates Discipline Support Activities (if applicable)
 ### Indicates PK –12 Literacy Activities (if applicable)

STRATEGY PLANNING WORKSHEET – GOAL 2

GOAL 2: Increase Student Achievement in Mathematics
Objective(s): <ul style="list-style-type: none">• 9th Grade - Increase the percentage of students scoring Proficient on the iLEAP in mathematics from <u>99%</u> in 2008 to <u>100%</u> in 2009.• 10th Grade – Increase the percentage of student scoring Proficient on the GEE in mathematics arts from <u>99%</u> in 2008 to <u>100%</u> in 2009.
SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) - – The Scientific based research shows that students must be place in the appropriate math class in the ninth grade even if they successful took the class in middle school.
Bibliographic Notation: : School Quantitative reports
Brief Summary of Research: Students are not successful in Geometry and Algebra II if they do not have a solid foundation in Algebra I.
Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs? Students come to our school from many feeder schools throughout the parish. They come to us with varied foundations in math. We must help them to secure a solid foundation before moving to the next math.
Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students: This strategy is used for all students entering the ninth grade.
If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: This strategy addresses the needs of all of the subgroups.
Procedures for Evaluating the Goal, Objective(s) and Strategy: Students are correctly placed in the math classes; therefore, more Algebra I students are successful in the classroom.

ACTION PLAN – GOAL 2

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	Students take a placement test to determine if they can proceed to a higher course or repeat a course they took in middle school.	School and Magnet funds	** ***	none	Students are more successful as they continue on the math path to Advanced Math, and Advanced Placement	Grades Performance on the placement test and performance in the ninth grade. Better performance on the ILEAP.
	Teachers, National Honor Society, and librarians remain after school to tutor students.	School and Magnet	** ••••••••	none	Student grades will improve over time when they have the opportunity to stay after school for tutoring.	Grades Performance on the ILEAP Performance on the GEE

* Indicates Professional Development Learning
 ** Indicates Family Involvement Activities
 *** Indicates Curriculum Activities (if applicable)

Indicates Safe and Drug-Free Activities (if applicable)
 ## Indicates Discipline Support Activities (if applicable)
 ### Indicates PK –12 Literacy Activities (if applicable)

TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS

Funding Sources	Title I	Magnet	PI	FSI	Other						Total
100 Salaries											
200 Benefits											
300 Purchased Professional Services											
400 Purchased Property											
500 Other Purchased Services											
600 Materials & Supplies											
Indirect Costs (if applicable)											
700 Property											
800 Other Objects											
900 Other Uses of Funds											
Total											

*Funding Sources: Title I, Part A (Improving Basic Programs, NCLB School Improvement Funds), Part B (Reading First, Early Reading First, Even Start), Part C (Migrant), Part D (N or D), Part F (CSRP); Title II, Part A (Professional Development), Part D (Technology); Title III – English Language Proficient; Title V – Parental Choice and Innovative Programs; Title VII, Part A (Indian Education), Part B (Native Hawaiian Education, Part C (Alaska Native Education); Learn and Serve America; Stewart B. McKinney Homeless Assistance Act; State Funding; 8(g); LaSIP; IDEA; K-3 Initiatives; MSL; Education Excellence Fund; State School Improvement Funds; miscellaneous funding sources; foundations/grants, etc.

FEDERAL FUNDING

Title I, Part A, Expenditures (Improving Basic Programs, NCLB School Improvement Funds)	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title I, Part A, Expenditures	

Title I, Part B, Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title I, Part B, Expenditures	

Title I, Part D, Expenditures (Neglected or Delinquent)	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title I, Part D, Expenditures	

Title I, Part F, Expenditures (CSRP)	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title I, Part F, Expenditures	

Other Title I Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Other Title I Expenditures	

Title II Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title II Expenditures	

Title IV Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title IV Expenditures	

Title V Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title V Expenditures	

K-3 Initiative Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total K-3 Initiative Expenditures	

Other Funds	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (indicate source and expense)	
Total Other Funds, Expenditures	