

# Ouachita Parish School System AdvancED Improvement Plan

School/System: **Ouachita Parish School System**

Year: **2017-2019**

<b>AdvancED Standards/Indicators addressed:</b> (Standard 1.3, 2.11, 2.12)	--The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice. --Educators gather, analyze and use formative and summative data that lead to demonstrable improvement of student learning. --The system implements a process to continuously assess its programs and organizational conditions to improve student learning.
<b>Goal Statement:</b> (Begin with verb)	Develop, document and implement a system-wide procedure that establishes a continuous program of professional learning that includes the interpretation and use of data that provide for a system wide purpose of student success.
<b>Objective:</b> (Begin with verb; must be measurable)	<b>Raise the District Performance Score by 5 points. (Literacy, Numeracy)</b> Implement LEAP 360 (formative assessment tool) in English and Math classroom in grades 3-10, administer Benchmark tests (in other subject areas), use resource and summative assessment data to develop Student Learning Targets and measure student growth throughout the year.

**Activities:** (Complete continuous improvement plan below:)

Activities	Timeline	Resources	Persons Responsible	Method of Evaluation	Documentation/ Results/Next Steps
1. Train school coordinators on data analysis on LEAP 360	August 3, 2017	LEAP 360	Mary Duzan	LEAP 360	Sign-In sheets, Diagnostic Test
2. Administer LEAP 360 and Benchmark Test	September, 2017	LEAP 360/Benchmark	Mary Duzan, School Coordinators	LEAP 360	Diagnostic, Benchmark
3. Write Student Learning Targets based on results and summative assessments	October, 2017	LEAP 360/Benchmark	Tereatha Chisley, Principals, Coordinators, Teachers	LEAP 360/Benchmark/Summative Assessments	Student Learning Targets/Compass
4. Measure Student Growth Formatively	November, 2017-March, 2018	LEAP 360/Benchmark	Mary Duzan, Principals, Coordinators, Teachers	LEAP 360/Benchmark	Data Summary (Student, Teacher, School)
5. Assess Student Growth	March,	LEAP	Tereatha Chisley,	LEAP	Summative

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## Ouachita Parish School System AdvancED Improvement Plan

	2018-July, 2018	2025/EOC/ACT	Curtis Pate, Mary Duzan, Instructional Team	2025/EOC/ACT	Assessment Results, Compass, School Performance Score, VAM
6. Teacher training in using LEAP 360 and LEAP 2025, ACT, EOC data to develop goals and to determine student needs	August, 2018-February, 2019	LEAP 2025/LEAP 360/ACT/EOC	Curtis Pate, Mary Duzan, Instructional Team		Analyze Formative Assessments to continue goal setting, Data Summary meetings with School Coordinators and Instructional Team
7. Assess Student Growth	March, 2019-July, 2019	LEAP 2025/EOC/ACT	Tereath Chisley, Curtis Pate, Mary Duzan, Instructional Team	LEAP 2025/EOC/ACT	Summative Assessment Results, Compass, School Performance Score, VAM

### Narrative and Attachments:

The Louisiana Department of Education developed a comprehensive assessment system, LEAP 360, in the summer of 2017 for English and math formative assessments that are given three or four times a year in grades 3-12. Ouachita Parish chose to implement LEAP 360, the optional assessment system that provides educators with a complete picture of student learning at the beginning, middle, and end of the school year. Diagnostic assessments determine student readiness for new course work and assist teachers in setting meaningful and measurable goals. Teachers use this data to develop Student Learning Targets (SLTs) for the year. Interim assessments evaluate student learning and monitor progress toward year-end goals and allow teachers to target and adjust instruction to improve student success.

In August, 2017 Dana Talley (LDOE Network Team Member) met with principals to discuss Teacher Goal Setting and how to use this assessment system with their teachers. District Testing Supervisor Mary Duzan trained school coordinators on LEAP 360 and effective data analysis in August. Diagnostic Assessments were administered to students in September, 2018, and school coordinators and principals led teachers in writing Student Learning Targets (SLTs) based upon the results of these tests and summative results and upon Benchmark tests in other subject areas.

Interim tests were administered in October and November, and school coordinators met with the District Testing Supervisor to discuss the results on November 30, 2018. School coordinators analyzed formative assessments with teachers to determine student needs. Dana Talley met

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## Ouachita Parish School System AdvancED Improvement Plan

with principals in January, 2018 to discuss School Performance Scores and Assessments so that they could meet with teachers to adjust Student Learning Targets and to identify individual students/subgroups who need extra support.

Summative Assessment will be analyzed in June, 2018 at the district level, and the district instructional team will use the data to develop district-wide data training for all teachers for Back-To-School Professional Development. Because LEAP 360 was new to the state, the reporting results were later than expected; therefore, collaboration meetings with between district and school leaders did not occur after every assessment to aggregate the data. Plans for 2018-2019 include data meetings between district and school leaders so that leaders can analyze the data with faculty.

Artifacts include the Ouachita Parish Testing Calendar for LEAP 360, Handouts and PowerPoints from meetings, Compass Roadmap.

Calendar for LEAP 360

[https://drive.google.com/file/d/1RbqENHr6\\_Dy54eAIRfzhrEsdvJwJlL5O/view?usp=sharing](https://drive.google.com/file/d/1RbqENHr6_Dy54eAIRfzhrEsdvJwJlL5O/view?usp=sharing)

Handouts from Meetings

[https://drive.google.com/file/d/1\\_6Jfi5RxCIYKXeKwjgZKO5uvOjkWW\\_MK/view?usp=sharing](https://drive.google.com/file/d/1_6Jfi5RxCIYKXeKwjgZKO5uvOjkWW_MK/view?usp=sharing)

Sample PowerPoint from LDOE Network

<https://drive.google.com/file/d/1N6-dLi78FvTgEgpvYhaGnRbkkSOBfIRQ/view?usp=sharing>

LEAP 360 Diagnostic Assessments (Start-of-Year)	LEAP 360 Interim Assessments (Throughout the Year)	LEAP 2025 Assessments (End-of-Year)
<ol style="list-style-type: none"> <li>1. Pair previous year's LEAP 2025 results with LEAP 360 Diagnostic Assessment information.</li> <li>2. Develop a goal for end-of-year performance based on these findings.</li> <li>3. Conference with students and look at baseline data together to set meaningful, end-of-year goals.</li> <li>4. Build goals along with the action steps the student will take to reach them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Review results of LEAP 360 Interim Assessments.</li> <li>2. Evaluate progress toward end-of-year performance goals.</li> <li>3. Conference with students and look at interim results together to identify areas of strength and opportunities for improvement.</li> <li>4. Develop next steps to either stay on track or catch up.</li> <li>5. Adjust instructional plans as needed.</li> <li>6. Repeat 2-3 throughout the year.</li> </ol>	<ol style="list-style-type: none"> <li>1. Administer LEAP 2025 statewide assessments.</li> <li>2. Use statewide scores (available during the summer) to study student performance data and determine the degree to which goals were realized.</li> <li>3. Break down results by subclaim or domain to reflect on effectiveness of instruction and determine areas for growth for the next school year.</li> </ol>

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<p><b>AdvancED Standards/Indicators addressed:</b> (Standard 1.3, 2.2, 2.3, 2.5, 2.6, 2.7, 2.12, 3.1, 3.2, 3.3, 3.6)</p>	<p>--The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.</p> <p>--The learning culture promotes creativity, innovation and collaborative problem-solving. The learning culture develops learners’ attitudes, beliefs and skills needed for success.</p> <p>--Educators implement a curriculum that is based on high expectation and prepares learners for their next levels.</p> <p>--The system implements a process to ensure the curriculum is aligned to standards and best practices.</p> <p>--Instruction is monitored and adjusted to meet individual learners’ needs and the system’s learning expectations.</p> <p>--The system implements a process to continuously assess its programs and organizational conditions to improve student learning.</p> <p>--The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system’s effectiveness.</p> <p>--The system’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.</p> <p>--The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.</p> <p>--The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.</p>
<p><b>Goal Statement:</b> (Begin with verb)</p>	<p>Develop, document and implement a system-wide procedure that establishes a continuous program of professional learning that includes the interpretation and use of data that provide for a system wide purpose of student success.</p>
<p><b>Objective:</b> (Begin with verb; must be measurable)</p>	<p><b>Raise the District Performance Score by 5 points. (Literacy, Numeracy)</b></p> <p>To implement Literacy Design Collaborative and Mathematic Design Collaborative in middle and high schools to improve student achievement (LEAP 2025, EOC, ACT) through the use of instructional tools that facilitate collaboration, content development and professional learning to improve literacy and that engages students in a productive struggle that builds fluency with their procedural skills, and deepens mathematical reasoning and understanding.</p>

**Activities:** (Complete continuous improvement plan below:)

Activities	Timeline	Resources	Persons Responsible	Method of Evaluation	Documentation/ Results/Next Steps
1. Train all teachers in English,	August,	LDC/MDC	Tammy Whitlock	Exit Tickets	Exit Tickets

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science, social studies, math and Career Technical Education	2017		/Donna Patten		
2. Guide teachers through the building of modules and Formative Assessment Lessons (FALS)	October, 2017-February, 2018	LDC/MDC	Tammy Whitlock/ Donna Patten	Core Tools/ FAL Data	Core Tools/FAL Data
3. Observe teachers, provide debriefs, and document instructional improvement through Rubrics and FAL data	September, 2017-March, 2019	LDC/MDC Observation Forms, Debrief Notes, FALS, Core Tools	Tammy Whitlock, Donna Patten, Robin Austin, Marsha Baker	LDC/MDC Observation Data, Debrief Notes, FAL Data, LEAP 360 results	LDC/MDC Observation Data, Debrief Notes, FAL Data
4. Measure Effectiveness of system-wide improvement	April, 2018-June, 2019	LDC/MDC Observation Data, Debrief Notes, FAL Data, LEAP 360 results, LEAP 2025 results, EOC results	Curtis Pate/ Tammy Whitlock/ Donna Patten	LDC/MDC Observation Data, Debrief Notes, FAL Data, LEAP 360 results, LEAP 2025 results, EOC results	LDC/MDC Observation Data, Debrief Notes, FAL Data, LEAP 360 results, LEAP 2025 results, EOC results

### **Narrative and Attachments:**

In 2015, Senator Francis Thompson met with Ouachita Parish Superintendent Dr. Coker about partnering with the Southern Regional Board of Education in a grant from the Bill Gates Foundation to provide meaningful professional development to improve literacy and mathematics in classrooms across the district. Ouachita Parish School System entered into the grant with the SREB during the 2016-2017 school year with our middle and high schools, and 90 teachers, administrators and district personnel were trained in the Literacy Design Collaborative and Mathematics Design Collaborative during this first year. Literacy Design Collaborative is a lesson planning framework used to create engaging assignments and instruction that aligns with state college-and career readiness standards and for teachers to use formative assessments daily to assess how effectively students are meeting these standards. This framework gives teachers tools to create an active learning environment where students develop critical literacy skills while assessing important content standards. Mathematics Design Collaborative provides teachers with instructional tools and strategies to address the college-and career-readiness mathematics standards. The focus is on deepening mathematical reasoning, understanding and application. Formative Assessments Lessons (FALS) are used in units to assess student growth. Analysis of data is a key component to the professional development within LDC and MDC.

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SREB and Ouachita Parish School System have agreed to a three-year partnership with the overall objective of taking the literacy and mathematics tools school-wide by the end of year three. The three-year progression is as follows:

Year One: A core group of teacher-leaders, a local trainer, and principal learn to implement the literacy and math tools in their schools.

Year Two: Teacher leaders and local trainers spread the math and literacy tools to 50% of the school.

Year Three: All teachers in the school use the math or literacy tools to engage students in rigorous and effective instruction.

In 2016-2017, two SREB trainers spent 8 days instructing two local trainers, two coaches, and five-member teams from each middle and high school. Certified local trainers designed and implemented a Strategic Plan that includes professional development for 100% of teachers, support through classroom visits, and ongoing feedback.

In 2017-2018, the training and collaboration extended to one hundred percent of teachers who teach sixth through twelfth grades in English, science, social studies, and mathematics and career technical education courses. There were three training days for our teachers during our second year of implantation: August, December and February. During these training sessions teachers were guided with tools to implement strategies of LDC and MDC in their classrooms and to use effective practices in using formative assess student understanding. SREB's rubrics were utilized in over 600 observations of English, science, social studies, math and career-technical classrooms. Data from observations and assessments in literacy and math determine the focus for ongoing and future professional development. The Strategic Plan utilizes Cohort 1 teachers as training and support for Cohorts 2 and 3.

In 2018-2019, teachers will receive four visits and continued support. New teachers will have summer training. Innovation lies in the Strategic Plan to train and provide ongoing support and feedback. Ouachita Parish has clearly defined, designed, implemented and supports strategies to build capacity and sustain the SREB Powerful Literacy and Math Practices.

Artifacts of this goal are provided by linked documents that include

LDC/MDC Action Plans

[https://drive.google.com/file/d/1R27Ue5\\_QgsttWjyfinMYZdzPi\\_gcL4Y/view?usp=sharing](https://drive.google.com/file/d/1R27Ue5_QgsttWjyfinMYZdzPi_gcL4Y/view?usp=sharing)

LDC/MDC Calendar of Observations

<https://drive.google.com/file/d/1lp1zV6QywMJmaTuhktVF19O5IQC9gOTd/view?usp=sharing>

MDC FAL data analysis

<https://drive.google.com/file/d/1VJ15IyQH3a4o514cjcKldfqTckAhuqxk/view?usp=sharing>

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SREB Powerful Literacy Practices Rubrics for Observations

[https://drive.google.com/file/d/1aeocrU2IUdg\\_SRQBz7uPBr0UKw6m9tk1/view?usp=sharing](https://drive.google.com/file/d/1aeocrU2IUdg_SRQBz7uPBr0UKw6m9tk1/view?usp=sharing)

OPSB Observation Tool (Using Powerful Literacy Practices, 650 observations conducted in 2017-2018 with this tool)

[https://docs.google.com/forms/d/1DC7jtd5eXMYIHieHNID5\\_xrYKq3VNqVYQFNtQfK-0Y/edit](https://docs.google.com/forms/d/1DC7jtd5eXMYIHieHNID5_xrYKq3VNqVYQFNtQfK-0Y/edit)

LDC Formative Assessment Training for all teachers in English, science, social studies and CTE:

PowerPoint

[https://drive.google.com/file/d/1Uagp\\_5zpCcrxS90vOI8cFYE\\_pesmIZoa/view?usp=sharing](https://drive.google.com/file/d/1Uagp_5zpCcrxS90vOI8cFYE_pesmIZoa/view?usp=sharing)

Participant Packet

[https://drive.google.com/file/d/1XJKeSxQ9B\\_N5gJUHEpPIZe7JL0g0shNM/view?usp=sharing](https://drive.google.com/file/d/1XJKeSxQ9B_N5gJUHEpPIZe7JL0g0shNM/view?usp=sharing)

Additional Formative Assessment Handout

[https://drive.google.com/file/d/1xaowGuYmqMu7\\_nKbh9opPN2bxj3q4cOr/view?usp=sharing](https://drive.google.com/file/d/1xaowGuYmqMu7_nKbh9opPN2bxj3q4cOr/view?usp=sharing)

LDC data from observations

January (prior to formative assessment training for all teachers)

<https://docs.google.com/document/d/17cSTjnt0NyDT8xZF1dHe79yl4ApL7-GIqzrvNuR0Gfc/edit?usp=sharing>

March (after formative assessment training, all observations from September to March included--improvement in formative assessment is observed)

[https://drive.google.com/file/d/13-8BWnXRR9EWP0H\\_GaAazC2pzu6lAj-V/view?usp=sharing](https://drive.google.com/file/d/13-8BWnXRR9EWP0H_GaAazC2pzu6lAj-V/view?usp=sharing)

We use teacher exit tickets, observation data, FAL data, LEAP 360 and LEAP 2025 to measure the effectiveness of the implementation and to modify or redirect efforts when necessary.

First year's implementation saw gains in targeted areas, and OPSS earned its first A rating in District Performance Score. OPSS plans to correlate SREB's Powerful Literacy Practices (PLPs) observation rubric data to student achievement to see the correlation between the Powerful Literacy and Math Practices to student success.

Literacy practices in classrooms throughout the district have strengthened. Using formative assessments in daily instruction grew from 6% in the first round of observations to 51% in the last round of observations. State end-of-course (EOC) ELA III data indicated all five high schools showed significant increases greater than gains made by the state.

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First year high school gains included 70% of Algebra I and Geometry teachers had gains in percent proficient on EOC test; 10% of those had gains in percent proficient exceeding 20%; and 30% had gains exceeding 30%.

Second year Powerful Math Practices showed growth of 15% Planning for and Ensuring a Balanced Approach; 15% Engaging Students in Assignments that Matter; 5% Utilizing Questioning and Feedback for Deeper Understanding; 11% Using Formative Assessment Data; and 8% Fostering a Classroom Environment that Supports Student Ownership of Learning.

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## Ouachita Parish School System AdvancED Improvement Plan

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<p><b>Goal Statement:</b> (Begin with verb)</p>	<p>Develop, document and implement a system-wide procedure that establishes a continuous program of professional learning that includes the interpretation and use of data that provide for a system-wide purpose of student success.</p>
<p><b>Objective:</b> (Begin with verb; must be measurable)</p>	<p><b>Raise the District Performance Score by 5 points. (Literacy)</b>            Improve literacy and best practices through social studies instruction with curriculum that is aligned to the standards and best practices.</p>

**Activities:** (Complete continuous improvement plan below:)

Activities	Timeline	Resources	Persons Responsible	Method of Evaluation	Documentation/ Results/Next Steps
1. Train elementary teachers in the Document-Based Question (DBQ) Project	August, 2017	DBQ Resources, Louisiana Guidebook	Robin Austin	Benchmark data, LEAP 2025	Teacher Survey, Sign-In sheets, Lesson Plans
2. Implement Literacy Design	August	Louisiana	Robin Austin	Module review,	Module reviews,

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## Ouachita Parish School System AdvancED Improvement Plan

Collaborative with Louisiana Social Studies Guidebooks in middle and high	2017-February, 2020	Guidebook, LDC Core Tools library		Teacher observation data, Benchmark data, LEAP 2025	teacher observation data, Sign-In sheets, Lesson Plans
3. Train and promote collaboration around the 7 Key Themes of Social Studies	October, 2017	7 Key Themes Posters	Robin Austin	Teacher observation data, Benchmark data, LEAP 2025	Module reviews, teacher observation data, sign-in sheets, lesson plans
4. Observe teachers, provide debriefs, and document instructional improvement through LDC Rubrics (middle and High)	September, 2016-March, 2019	LDC Observation Rubric	Robin Austin	Teacher observation data, Benchmark data, LEAP 2025	Module reviews, teacher observation data, sign-in sheets, lesson plans
5. Measure Effectiveness of system-wide improvement	April, 2017-June, 2019	LDC Observation Rubric, Benchmark data, LEAP 2025, Compass	Robin Austin	Teacher observation data, Benchmark data, LEAP 2025	LDC Observation Rubric data, Benchmark data, LEAP 2025, Compass data, VAM
6. Training on the Companion Document, drafted by LDOE, to prioritize content and to clarify vague GLE's. (all grades)	June, 2018-August, 2018	Companion Document	Robin Austin, Teacher Leaders	Teacher observation, Benchmark data, LEAP 2025	LDC Observation Rubric data, Benchmark data, LEAP 2025, Compass data, VAM

### **Narrative and Attachments:**

Ouachita Parish School system chose social studies as a main focus area after determining a need to improve literacy from student performance scores on LEAP 2016. The DBQ Project is a six-step method that builds on students' curiosity and increases motivation and confidence to answer a compelling, authentic question. Elementary teachers were trained on the DBQ project in August, and we provided them classroom sets of the Louisiana Guidebook resources to tie this method with Louisiana content standards. Ouachita Parish School System made adjustments to its scope and sequence and social studies time allotment in elementary classrooms so that teachers are incorporating social studies reading and writing practices daily. In October, we furthered the implementation process by focusing on the 7 Key Themes and allowed teachers to collaborate on how to incorporate the key themes into their instruction.

Middle and high teachers were trained through LDC to increase literacy within the social studies classroom, and they were also provided with resources from the Louisiana Guidebook to drive this instruction through their content standards. They wrote three modules incorporating the Louisiana Scope and Sequence and Louisiana Guidebook as resources. Teachers were observed five times and were supported in debriefs after

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## **Ouachita Parish School System AdvancED Improvement Plan**

the observations. An ongoing log of observations were kept, and instructional needs and improvements were documented using the LDC rubric and forms.

Plans for Elementary Grades (2018-2019)

**K - 2: Not decided to purchase yet but in consideration:** Studies Weekly Social Studies - meets criteria by LDOE rubric as a Tier 1 Full Curriculum.

**3 - 8:** Continue to use scope/sequence (guidebook) with student resources to support instruction.

- A companion document is being drafted by LDOE to prioritize content that should be taught in order to help clarify vague GLE's to help teachers to focus on the instructional shifts (using sources, making claims, writing, and connections) as opposed to struggling to determine the content to teach. (Grades 3 and 6 will be released at TL Summit, other grades by late summer/fall)

We will use the LDC Observation Rubric data, Benchmark data, and Compass data, and LEAP 2025 to evaluate the effectiveness of our efforts and to modify and redirect when necessary.

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<b>AdvancED Standards/Indicators addressed:</b> (Standard # 2.4)	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.
<b>Goal Statement:</b> (Begin with verb)	Implement and regularly and comprehensively evaluate a formal structure for all learners to have consistent access to an adult who ensures the learners are supported during their educational experience.
<b>Objective:</b> (Begin with verb; must be measurable)	<b>Raise the District Performance Score by 5 points. (Safety)</b> Develop, implement and evaluate a child advocate system to support students throughout their educational system.

**Activities:** (Complete continuous improvement plan below:)

Activities	Timeline	Resources	Persons Responsible	Method of Evaluation	Documentation/ Results/Next Steps
1. Meet with Principals to describe Child Advocacy Programs	May, 2018	Child Advocacy Handout	Curtis Pate, Tammy Whitlock		Child Advocacy Handout, Deadline
2. Develop a child advocacy plan for each school	August, 2018	Action Plan	Principals	Description to District	Implement Plan
3. Evaluate child advocate system	April, 2018	Survey	Principals, District Survey	Survey Results	Survey Results

### **Narrative and Attachments:**

The Ouachita Parish School System's directors met on December 7, 2017, and they discussed the findings of the AdvancED review and the progress towards meeting the requirements. Ideas were discussed about the possibility of using the homeroom teachers as child advocates and assigning students to the same teacher over several years. However, the directors decided to allow schools the autonomy of building these programs because some schools currently have Child Advocacy Programs in place (examples, GAP programs at West Ouachita High School and Calhoun Middle School). Therefore, Mr. Curtis Pate (Director of Elementary Schools, K-12 Curriculum, Testing and Accountability, and Professional Development) and Dr. Tammy Whitlock (Instructional Coordinator and AdvancED Coordinator) will meet with all principals on May 29, 2018 to discuss the requirements of the Child Advocacy Program. The handout that will be distributed to principals is linked below this narrative, and child advocacy plans will be due to the district by August 1, 2018.

<https://drive.google.com/file/d/1xzWWwxYs5cq64tKqodSovdW5b8dqt4Jc/view?usp=sharing>

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<b>AdvancED Standards/Indicators addressed:</b> (Standard # 1.1)	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learners.
<b>Goal Statement:</b> (Begin with verb)	Develop and implement a systemic process to review, revise and communicate a system-wide purpose for student success.
<b>Objective:</b> (Begin with verb; must be measurable)	<b>Raise the District Performance Score by 5 points. (Literacy, Numeracy, Safety)</b> Collaborate with stakeholders to review, revise and communicate district's mission, vision and goals.

**Activities:** (Complete continuous improvement plan below:)

Activities	Timeline	Resources	Persons Responsible	Method of Evaluation	Documentation/ Results/Next Steps
1. Directors develop plan to include stakeholders	November, 2017	AdvancED Performance Standards	Directors		Develop Survey
2. Develop and deliver a survey regarding district's mission and plan to stakeholders	April, 2018	Google Survey	Tammy Whitlock, Aline Smead	Survey Results	Analyze the Survey Results
3. Evaluate the results for any necessary changes	June, 2018	Google Survey Results	Directors	Survey Results	Develop goals Change Mission and Goals, if applicable
4. Develop Goals for upcoming year	June, 2018	Google Survey Results	Directors	Survey Results	Communicate Plan To Stakeholders
5. Measure Effectiveness of system-wide improvement	April-June	Yearly Google Survey	Tammy Whitlock, Aline Smead	Survey Results	Survey Results

**Narrative and Attachments:**

The Ouachita Parish School System Mission and Purpose Committee created a survey in a Google document to provide a formal procedure that tasked the system to review its system-wide purpose yearly and to include multiple stakeholders in the process. Administrators, teachers, faculty and community members were emailed the link, and the link to the survey was provided online so that any stakeholder (including parents and students) could participate by giving feedback.

The survey was created and emailed in April, 2018 and placed online for others. Results of the survey will be provided at the June Directors' meeting, where they will review the results of the survey, discuss system-wide purpose, and revise, if needed.

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Link to Survey: <https://docs.google.com/forms/d/e/1FAIpQLSefxGMmSSIbjM7YQUzZo4gyNhUbvqu9A4pZ4avnakN75cCTwA/viewform>

The System-wide purpose will be communicated at the Leadership Meeting in August, 2018 and will be communicated to stakeholders through the Ouachita Parish App, on the Ouachita Parish website, and at faculty/parent meetings.

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## Ouachita Parish School System AdvancED Improvement Plan

<b>AdvancED Standards/Indicators addressed:</b> (Standard # 3.7)	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system’s purpose and direction.
<b>Goal Statement:</b> (Begin with verb)	Develop and implement a systemic procedure that provides, coordinates and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.
<b>Objective:</b> (Begin with verb; must be measurable)	<b>Raise the District Performance Score by 5 points. (Literacy, Numeracy)</b> Develop a Technology Committee to coordinate and evaluate the effectiveness of information resources and related personnel to support education programs

**Activities:** (Complete continuous improvement plan below:)

Activities	Timeline	Resources	Persons Responsible	Method of Evaluation	Documentation/ Results/Next Steps
1. Develop a Needs Assessment regarding information resources	March, 2018	Google Survey	Joy Powell	Survey Results	Survey Results
2. Develop a Technology Committee	April, 2018	Google Invitation	Joy Powell	Survey Results	Technology Committee Meeting
3. Analyze survey results for needs	June, 2018	Survey	Technology Committee	Survey Results	Action Plan
4. Develop an Action Plan to support needs assessed by the district and to support education programs throughout the system	June, 2018	Survey	Technology Committee	Survey Results	Action Plan
5. Measure Effectiveness of resource management	April, 2018- June, 2019	Google Survey	Joy Powell	Survey Results	Share results with Technology Committee to evaluate and amend Action Plan as needed.

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# Ouachita Parish School System AdvancED Improvement Plan

## Narrative and Attachments:

In February, 2018, a new technology coordinator was hired, Joy Powell. Mrs. Powell's vision for technology is "to radically improve the culture of learning of our district. I envision an authentic mindset that uses technology to improve what we do and develop a school culture focused on genuine engagement and achievement."

The action plan for her vision:

Step One: Conduct a needs assessment (District Level and School Level)

She has developed surveys to achieve this goal. One example is linked here:

<https://docs.google.com/forms/d/e/1FAIpQLSd4pFju9kkeIk3ANWU1ixLO1Di9EqMRoQ7RFHTJrOyBSi8YqA/viewform?c=0&w=1>

Step Two: Create a Content Repository

District Level--Archive videos, Lesson Plans, Screencasts

School Level--All-in-one collaborative, digital space

Step Three: Create a Personal Learning Network

District Level--Twitter, Pinterest, Instagram, Google Classroom, Live Training

School Level--Using social media platforms to enable teacher to engage in tailor-made, constant, needs-based PD and sharing

Step Four: Observation and Feedback

District Level--Walkthrough and Debriefs

School Level--Determine if technology works, impacts student learning, integrates well

Mrs. Powell is currently developing a technology committee on the district level to evaluate the effectiveness of instructional resources across the parish. The technology committee will begin meeting this summer.

In relation to the effectiveness of information resources related to personnel to support educational programs throughout the system, Ouachita Parish School System has partnered with A+Pel to develop Ouachita Parish School System as a Google District. The first Google training began in January, 2018, and the next Google level training will occur in June, 2018. Mrs. Powell plans to conduct a Google Summit in August, 2018 for all teachers, librarians, and school-based technology coordinators to improve use of informational resources in schools and to improve the needs of students.

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## **Ouachita Parish School System AdvancED Improvement Plan**

Mrs. Powell also works with both elementary, middle and high school librarians across the district to create lesson plans for students to become better digital citizens. They collaborate systematically and use a shared Google folder where they save their work towards common lesson plans and curriculum that meet their librarian standards.

An artifact of this shared curriculum is linked here:

[https://docs.google.com/document/d/1G4mcn79QxUQC1btPfi\\_vp1mrNDN2k1vSp7D3GdGeOj0/edit?usp=sharing](https://docs.google.com/document/d/1G4mcn79QxUQC1btPfi_vp1mrNDN2k1vSp7D3GdGeOj0/edit?usp=sharing)

The district has purchased the following databases to provide student access to informational platforms: Gale Databases, World Book Online, United Streaming/Discover Education.

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## Ouachita Parish School System AdvancED Improvement Plan

<p><b>AdvancED Standards/Indicators addressed:</b> (Standard 1.3, 2.2, 2.3, 2.5, 2.6, 2.7, 2.12, 3.1, 3.2, 3.3, 3.6)</p>	<p>--The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.</p> <p>--The learning culture promotes creativity, innovation and collaborative problem-solving. The learning culture develops learners' attitudes, beliefs and skills needed for success.</p> <p>--Educators implement a curriculum that is based on high expectation and prepares learners for their next levels.</p> <p>--The system implements a process to ensure the curriculum is aligned to standards and best practices.</p> <p>--Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.</p> <p>--The system implements a process to continuously assess its programs and organizational conditions to improve student learning.</p> <p>--The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.</p> <p>--The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.</p> <p>--The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.</p> <p>--The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.</p>	
<p><b>Goal Statement:</b> (Begin with verb)</p>	<p>Develop, document and implement a system-wide procedure that establishes a continuous program of professional learning that includes the interpretation and use of data that provide for a system-wide purpose of student success.</p>	
<p><b>Objective:</b> (Begin with verb; must be measurable)</p>	<p><b>Raise the District Performance Score by 5 points. (Literacy)</b>            Improve literacy and best practices in ELA Grade 5 instruction with curriculum that is aligned to the standards and best practices.</p>	

**Activities:** (Complete continuous improvement plan below:)

Activities	Timeline	Resources	Persons Responsible	Method of Evaluation	Documentation/ Results/Next Steps
1. Leadership Data Analysis	August, 2017- January, 2018	Transitional Data from LEAP	Dana Talley; Mary Duzan, Tereatha Chisley	LEAP 2025	Curriculum Review

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## Ouachita Parish School System AdvancED Improvement Plan

2. Curriculum Review for ELA	January, 2018- March, 2018	LDOE Tier I Curriculum Review, Learnzillion	Curtis Pate, Elementary Director; Teresa von Diezelski and Jane Brewster, Instructional Coordinators	LEAP 2025	Principal Survey
3. Survey Principals to determine next steps for LearnZillion Implementation	April, 2018	Survey	Curtis Pate, Elementary Director	LEAP 2025	LearnZillion Implementation for 5 <sup>th</sup> Grade
4. LearnZillion Guidebook Implementation	June, 2018- May, 2019	Teacher Leader Summit, Learnzillion, Learnzillion Resources	Teresa von Diezelski, School Leaders	LEAP 2025	LearnZillion Trainings

### Narrative and Attachments:

The Leadership Team (All District Leaders and School Principals attended detailed data analysis meetings (August, 2017, September, 2017; January 2018) with a look at both current data and transitional data to determine trends and to detail needs. While district ELA scores are positive in grades 3 and 4, the district noticed a decline in ELA score grades 5 and 6. The elementary grades are currently not using an LDOE Tier I curriculum, and while the scores show positive results in grades 3 and 4; the leadership team determined that switching to an LDOE Tier I curriculum in 5<sup>th</sup> grade could improve curriculum alignment and best practices. Currently, the district is using LearnZillion (a Tier I curriculum) with fidelity in grades 6-8 and with some fidelity in grade 9-12. The leadership team determined from the data analysis to implement LearnZillion in 5<sup>th</sup> grade to improve scores in grades 5 and 6.

**SLTs - Principals**

2017 Assessment Index	ELA	Math	Science	Social Studies
Grade 3	88.8	87.7	85.1	
Grade 4	95.9	86.9	85.9	
Grade 5	92.9	79.4	80.2	
Grade 6	81.2	63.1	79.3	
Grade 7	89.3	69.2	85.9	
Grade 8	91.8	55.5	77.5	
Grade 9		75.4		
Grade 10	83.3	73.5	65.7	
Grade 11	84.9			77.3
DISTRICT AVERAGE	88.5	73.8	79.9	
STATE AVERAGE				

Louisiana Believes 5

(Data Sample from PowerPoint delivered at Leadership Meeting on September 21, 2017)

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## Ouachita Parish School System AdvancED Improvement Plan

<p><b>AdvancED Standards/Indicators addressed:</b> (Standard 1.3, 2.2, 2.3, 2.5, 2.6, 2.7, 2.12, 3.1, 3.2, 3.3, 3.6)</p>	<p>--The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.</p> <p>--The learning culture promotes creativity, innovation and collaborative problem-solving. The learning culture develops learners' attitudes, beliefs and skills needed for success.</p> <p>--Educators implement a curriculum that is based on high expectation and prepares learners for their next levels.</p> <p>--The system implements a process to ensure the curriculum is aligned to standards and best practices.</p> <p>--Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.</p> <p>--The system implements a process to continuously assess its programs and organizational conditions to improve student learning.</p> <p>--The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.</p> <p>--The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.</p> <p>--The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.</p> <p>--The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.</p>
<p><b>Goal Statement:</b> (Begin with verb)</p>	<p>Develop, document and implement a system-wide procedure that establishes a continuous program of professional learning that includes the interpretation and use of data that provide for a system-wide purpose of student success.</p>
<p><b>Objective:</b> (Begin with verb; must be measurable)</p>	<p><b>Raise the District Performance Score by 5 points. (Numeracy)</b>            Improve literacy and best practices in ELA Grade 5 instruction with curriculum that is aligned to the standards and best practices.</p>

**Activities:** (Complete continuous improvement plan below:)

Activities	Timeline	Resources	Persons Responsible	Method of Evaluation	Documentation/ Results/Next Steps
1. Leadership Data Analysis	August, 2017- January, 2018	Transitional Data from LEAP	Dana Talley; Mary Duzan, Tereatha Chisley	LEAP 2025	Curriculum Review
2. Curriculum Review for Elementary Math	January, 2018- March, 2018	LDOE Tier I Curriculum Review,	Curtis Pate, Jamie Brooks	LEAP 2025	Create a Curriculum Review Team

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## Ouachita Parish School System AdvancED Improvement Plan

		Learnzillion			
3. The Curriculum Review team meets with three representatives to determine which Tier I Curriculum best meets the needs of the students	March-April, 2018	Tier I Curriculum representatives and Curriculum for Review	Curtis Pate, Jamie Brooks, Curriculum Review Team	LEAP 2025	Curriculum Review and Vote; Ready is the curriculum chosen by the committee
4. Ready Implementation	June, 2018-May, 2019	Teacher Leader Summit, Learnzillion, Learnzillion Resources	Jamie Brooks, School Leaders	LEAP 2025	Ready Trainings

### Narrative and Attachments:

The Leadership Team (All District Leaders and School Principals attended detailed data analysis meetings (August, 2017, September, 2017, January 2018) with a look at both current data and transitional data to determine trends and to detail needs. While district math scores are positive in grade 3, the district noticed a decline in math scores in all grades following grade 3. Ouachita Parish is currently not using an LDOE Tier I curriculum in math, and while the scores show positive results in grade 3; the leadership team determined that switching to an LDOE Tier I curriculum in elementary math could improve curriculum alignment and best practices for those elementary grades. This district is addressing middle and high school curriculum alignment through MDC, which is addressed in this action plan, as well.

### SLTs - Principals

2017 Assessment Index	ELA	Math	Science	Social Studies
Grade 3	88.8	87.7	85.1	
Grade 4	95.9	86.9	85.9	
Grade 5	92.9	79.4	80.2	
Grade 6	81.2	63.1	79.3	
Grade 7	89.3	69.2	85.9	
Grade 8	91.8	55.5	77.5	
Grade 9		75.4		
Grade 10	83.3	73.5	65.7	
Grade 11	84.9			77.3
DISTRICT AVERAGE	88.5	73.8	79.9	
STATE AVERAGE				

Louisiana Believes
5

(Data Sample from PowerPoint delivered at Leadership Meeting on September 21, 2017)

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## Ouachita Parish School System AdvancED Improvement Plan

<b>AdvancED Standards/Indicators addressed:</b> (Standard #1.7)	Implement operational processes and procedures to ensure organizational effectiveness in regard to the system’s mission, purpose and goals.
<b>Goal Statement:</b> (Begin with verb)	Document and implement a system-wide procedure that ensures organizational effectiveness in regard to the system’s mission, purpose and goals.
<b>Objective:</b> (Begin with verb; must be measurable)	<b>Raise the District Performance Score by 5 points. (Safety)</b> Document and implement a system for student safety.

**Activities:** (Complete continuous improvement plan below:)

Activities	Timeline	Resources	Persons Responsible	Method of Evaluation	Documentation/ Results/Next Steps
1. Evaluate the Crisis Management Plan and Update District Crisis Management Team	August, 2017 August, 2018	Crisis Management Plan	Ken Slusher, Crisis Management Team	Discussion and analysis of documented occurrences	Updated Crisis Management Plan, Regular Meeting Logs
2. Meet to discuss safety concerns and to address concerns	August, 2017- May, 2019	Documented Occurrences	Ken Slusher, Crisis Management Team	Analysis of Safety Concerns at Schools	Lock-down practices, Bullying Training, Bus Safety Training
3. Conduct on-going safety practices	August, 2017- May, 2019	Lock-Down Procedure, Bullying Training, Bus Safety Training	Ken Slusher, Anthony Moore, Marsha Baker, Skeeter Boyd	Safety Logs	Continued Evaluation Ongoing

**Narrative and Attachments:**

Crisis Management Plan Link:

[https://drive.google.com/file/d/1zB\\_9YFqzubk5liZgJ2UNcj39RmSgJKGB/view?usp=sharing](https://drive.google.com/file/d/1zB_9YFqzubk5liZgJ2UNcj39RmSgJKGB/view?usp=sharing)

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