

# **Iberville Parish Public School System**

# **Master Plan**

## **for Achievement**

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Superintendent

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# Table of Contents

Introduction by Superintendent	3
Executive Summary	4
Challenges that Face Iberville Parish Schools	5
Stakeholders' Perspective	6
Vision of Iberville Parish Public School System	7
District Goals for Achievement	8
Plan of Action	12
Appendix	43
Acknowledgements	

# Introduction

Superintendent P. Edward Cancienne, Jr., Ph.D.

Utopia is a Greek word, which means “no place,” or “place that does not exist,” as well as “perfect place.” It has been used to refer to a society that is unrealistic and impossible to realize. It has also been used to describe actual communities founded in attempts to create an ideal society. This *Master Plan* is the result of community involvement in an effort to imagine and to design a better Iberville. While its emphasis was focused on an improved educational system, its effectual implementation will have symphonic impact on our community. The word symphony has the connotation of discrete parts coming together as one. The discrete parts in this *Master Plan* are System of Organization, Curriculum and Instruction, and Community Partnerships.

The *System of Organization* refers to the parts of the whole. A school system is comprised of many departments that vary widely from maintenance and buildings to academics and athletics. It incorporates community norms, mores and resources. Since schools directly reflect and subsequently impact all aspects of the society in which they exist, each facet of the organization must be studied and then optimized for greater performance. Its personnel must be informed and receive ongoing training to create an educated workforce. The spirit of teamwork and the belief in the *greater good* must become the spark that ignites the fire. A well managed system will result in efficient operations that will promote effective outcomes.

The system of *Curriculum and Instruction* is the bread and butter of a school system. This is the very basis of why schools exist. Curriculum must become interesting and meaningful. It must possess the rigor to challenge students to high levels of learning and develop students who can compete at the national and international levels. Instruction must be engaging to students. It must encourage high levels of thought, questioning, problem solving and decision making. Students and parents must become involved in learning and be given the opportunity to make informed choices about the instructional focus that will lead to success. Through curriculum and instruction, students must strive to develop the skills and appreciation that will help them to become life long learners.

The system of creating *Community Partnerships* is the last part addressed in the *Master Plan*. A school system, at best, is mediocre without the strength and support of community partnerships. It is through partnerships with business, industry, technical colleges and four year universities that districts move from good to great. An ancient African Proverb states that “*it takes a village to raise a child.*” Indeed, it does take a community and all of its resources to educate our youth.

The *Master Plan* is a document that outlines the process Iberville Parish Public Schools will use to create the team, identify district needs, train personnel, secure facilities that are conducive to their intent, inform stakeholders and solidify a community to focus on educating its population. And with that success, Iberville will become a top 15 school district by 2015!

# Executive Summary

Nestled only minutes from the large, capitol city of Baton Rouge, Louisiana, lay the small, rural community of Iberville Parish. Iberville is distinctive in so many ways: its quaint infusion of country towns and stores, large plantation homes, a bayou that slumbers along the northeastern portion of the district while the Mighty Mississippi divides the parish into an east and west, and its beautiful landscape filled with the vegetation for abundant wildlife. And yet, Iberville Parish boasts several industries, businesses and a correctional facility for women. Generations of people have worked in the agriculture industry, sugarcane prevailing as the number one crop. Oil and gas fields spot the parish and timber production is evident. Added to this is a championship golf course and new subdivisions with homes valued at over a quarter of a million dollars. A mixture of the old with sights on the new, the calm at the brink of hectic, the heritage and culture with demands for progress all embody the spirit of Iberville!

With varied groups of people and the demand of such, it is imperative that Iberville Parish Public School System responds to education in a uniquely powerful manner. The call for higher student achievement is deafening! In terms of state accountability, Iberville Parish test scores have grown only 4 points since 1999 with the state averaging 18 points. Improved test scores, students ready to enter the work force, acquisition of an ACT score that allows entrance into a tier 1 university, and attainment of TOPS awards are now absolutely mandatory for Iberville's public education system to survive. Transformation of teaching and learning, programs and initiatives to elicit thought provoking discussions and solve problems are absolute necessities in present day schools. We can no longer accept the same old way of doing things. If we expect greater results with our children, we must meet that challenge with greater educational strategies and techniques.

In order to accomplish all of this, Iberville Parish School Board must set ambitious goals, measurable objectives and become a model school district. Revolution is in the air! The voice of the workplace calls for students with cognitive skills and the ability to reason, solve problems and make good decisions. The district vision must become a reality as all students are given the opportunity to: *Develop* basic skills necessary for learning, *Discover* personal talents and interests and *Declare* and prepare the path of the future.

A *Master Plan for Achievement* is the result of the efforts of the Superintendent, School Board, administrators, teachers, students and community members as it specifies the results that are needed for optimum prospects for students' success. By focusing on developing a system of organization, establishing a system of rigorous curriculum and meaningful instruction, and creating a system of community input and support of schools, the *Master Plan* serves as a guide for program implementation and revision and keeps the district on target for certain growth.

# Challenges to Face

Iberville Parish faces many challenges in its quest for excellence. Research clearly indicates that the socio-economic status of a family, the educational level of a child's mother, and the degree of urbanization of a community are important factors that affect our children's learning. Yet these are precisely the factors that are limited in the district.

The population of Iberville Parish is 49.8% Black, 49.5% White and 1% neither Black nor White, while the school enrollment is 75% Black, 24% White and 1% other. According to the 2005 Louisiana census, 84% of the children who attend public schools are on Free or Reduced Lunch. 30% of Iberville's children rank below the poverty level. Single mother households are 21.3% points higher than the state and 19.8% of children live with unemployed parents.

The percentage of adults in Iberville having achieved a Bachelors Degree or higher is 9.6% as compared to the U.S. average of 24%. Only 66% of the district holds a high school graduation certificate and a mere 48% of the population has sufficient skills to enter the workforce. This undereducated populace creates a bleak picture for workforce development in Iberville Parish.

In order to change the image that the future holds, education of our present students must become top priority. Yet, academic statistics are not promising either. The district continues to lose students each year with an anticipated enrollment in 2010 of less than 4,000. Drop out rate in 9<sup>th</sup> grade is 18.8%, more than double the state average. On state assessments in 2006-07, Iberville Parish students averaged 10 percentage points below the state average. The retention rate is 13% while the state rate is 9%, and 15% of students are identified as special education. Based on this information, Iberville Parish Public School District ranks #57 of the state's 66 school districts. Keeping in mind that LSU requires an ACT score of 25 for admission into the university and Southern, Nicholls and Southeastern a 22; the average ACT score in Iberville is 18.

While teachers' salaries are comparable to the state average, they fall far below that of the surrounding parishes. This fact makes teacher recruitment and retention incredibly difficult. Measures must be taken to make teacher and support staff pay attractive.

As the superintendent and the Board work toward educational reform in Iberville, obstacles will be met and decision making will be difficult. Yet, with a keen focus on student achievement and creation of a higher quality of life for all citizens of the parish, strides will be made and Iberville will prosper and grow.

Iberville Parish Public Schools...Here to Make a Difference!

## **Stakeholders' Perspective**

*To be completed after interviews with teachers and Round Table.*

Draft

# Vision and Mission of Iberville Parish Public Schools

## Vision:

Through a platform of student achievement and good character, every Iberville Parish student will:

- **Develop** skills and positive behaviors,
- **Discover** interests and talents, and
- **Declare** future aspirations.

## Mission:

The mission of Iberville Parish Public School System is to produce a student who will possess:

- a willingness to change and learn continuously;
- a strong work ethic;
- core academic learning to solve real life problems;
- teamwork skills;
- technology skills to solve problems; and
- a desire for continuous career preparation.

The vision is clearly defined below.

**Develop skills and positive behaviors:** Pre-reading, reading, and the basis of writing, math and science skills must be mastered before self-learning can occur. Children typically learn these fundamental skills from birth through grade 3. Students must be given every opportunity to develop fluid language and master reading and math by the end of grade 3. Specialized tutoring programs, enhanced studies for the rapid learner or new and exciting methods of teaching and learning that optimizes students' abilities must be a focus of primary school education.

**Discover interests and talents:** It is said that those who enjoy their work are most successful at their jobs. Students in grades 4-9 begin to exhibit certain interests and their natural talents become evident. These talents and interests are the inner forces that drive students to learn and explore. They are the reason that many students come to school and become engaged in learning. It is the responsibility of a school district to assist students with a.) recognizing their interests and talents, and then b.) building an academic future around them so that all children will learn in a meaningful way and begin the pathway to their future.

**Declare future aspirations:** Students in grades 10-12 will have gained academic skills to allow them to explore the profession that interests them most. It is during the **Declare** phase of their education that children complete their academic requirements, announce the professional area that will be pursued after high school, and take electives that will support their chosen field. In the **Declare** stage, students may redefine their interests and redirect their course of study. At the completion of grades K-12, all students must be prepared to enter post secondary education, the military, or work world with skills to make them successful and happy.

# **District Goals and Objectives**

## **GOAL I: To create a system of organization**

### **OBJECTIVES:**

- Create unity of purpose, function and implementation within the central office, among principals and school administrators, faculties and staffs
- Continue to implement a transportation system that efficiently and safely transfers students to all school activities, before, during and after school hours, in and out of the parish
- Meet the needs of a changing school system by creating a maintenance plan for preventative, emergency, priority and planned jobs
- Standardize key financial business practices
- Redesign technology infrastructure and secure hardware that will allow the system to perform functions demanded by a progressive school system
- Establish a salary structure that facilitates recruitment and retention of personnel
- Intensify the Optional Education Program to make it a more meaningful program
- Address excessive personnel absenteeism
- Require that teachers' and administrators' annual goals and objectives focus directly on student achievement
- Establish schools of choice for students and their families
- Coordinate all educational programs to focus funding and services on accomplishing tasks of *The Master Plan*

## **GOAL II: To establish a system of rigorous curriculum and meaningful instruction**

### **OBJECTIVES:**

- Use data to improve teaching and learning and to guide decision making
- Provide continual staff development to teachers for the purpose of advancing student learning
- Provide continual staff development to district leaders and principals for the purpose of advancing student learning
- Align curriculum vertically and horizontally for PK-12
- Employ a variety of teaching techniques that address the needs and learning styles of students
- Establish formative and summative assessments that align with a sequenced, vertical curriculum
- Provide specialized learning opportunities for students in grades PK-3 who need additional services to remediate or extend the standard curriculum
- Provide specialized learning opportunities for students in grades 4-9 who need additional services to remediate or extend the standard curriculum
- Redesign high schools to meet the more rigorous state and national standards
- Establish an effective monitoring of curriculum and instruction
- Create a program of identification and service to students with excessive absenteeism (more than 3 unexcused absences)
- Coordinate curriculum and best practices of Head Start and PK in public schools
- Utilize all aspects of the Special Education Program to achieve optimum performance in the district
- Create year-round and after school activities for students that focus on academics and good character

### **GOAL III: To design a system of community input and support of the school district**

#### **OBJECTIVES:**

- Communicate to parents, community members, business and industry all school information, functions and programs
- Use the expertise of available resources in the district to enhance teaching and student learning
- Partner with businesses and universities to bridge student learning from high school to post secondary endeavors, job, or further education
- Utilize faith-based initiatives to strengthen district goals and objectives
- Solicit input from community representatives and report on progress of district initiatives on an annual basis

# Plan of Action

<b>GOAL I:</b> To create a system of organization			
<b>OBJECTIVE:</b> Create unity of purpose, function and implementation within the central office, among the principals and school administrators, faculties and staffs			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Establish district vision and mission	Superintendent	July- August 2007 Ongoing	Knowledge of vision and mission of district
Bimonthly Central Office meetings held to share information, discuss issues, plan for future	Superintendent Designee	July 2007 Ongoing	Agendas Minutes
Monthly Principals' Meetings for purposes of sharing information, discussing district issues, planning for future	Superintendent Designee Supervisors	July 2007 Ongoing	Agendas Minutes
Establish staff development on leadership for Central Office staff and principals---Annual district focus area	Superintendent Designee	August 2008 Annual Focus	Contract Service Agreement Goal Completion Verification
Review of Job Descriptions and effective use of personnel. Restructure district and school level positions as deemed most effective	Superintendent	June 2008 Annually thereafter	Presentation of Personnel List to Board for approval
Review and update all Job Descriptions. Include Professional Expectations (Appendix I-1) and Master Plan implementation responsibilities	Supervisor of Personnel	June 2008-June 2009 Review annually	Revised Job Descriptions Appendix I-1
Annual Principals/Supervisors Retreats	Superintendent Designee	July 2007 Annually thereafter	Agendas Minutes Evaluations
Provide staff development at least annually for all district employees	Supervisors of Departments	September 2008 Annually thereafter	Agendas Evaluations

<b>GOAL I:</b> To create a system of organization			
<b>OBJECTIVE:</b> Continue to implement a transportation system that efficiently and safely transfers students to all school activities, before, during and after school hours, in and out of the parish			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Study present transportation plan and evaluate the feasibility of present program meeting greater transportation demands resulting from additional after school programs and student choice opportunities	Supervisor of Transportation	Begin January 2008 Complete May 2008 Annual revisions	Report to Superintendent and Board
A recommendation is made to Superintendent for meeting transportation of new programs for students. Adjustments made if appropriate.	Supervisor of Transportation	May 2008	Report to Superintendent
Study recommendations of Transportation Supervisor. Advise Board when complete	Superintendent Board	June 2008	Results brought to Superintendent Information brought to Board
Adapt conditions to meet recommended and approved needs of Supervisor	Supervisor of Transportation	June-August 2008	Report to Superintendent and Board
Implementation of transportation changes that result from additional routes	Supervisor of Transportation	August 2008	Board Approval
Adjustments to plan as needed	Supervisor of Transportation	Ongoing but at least annually	Report to Superintendent and Board
Plan becomes part of the Appendix of this document Appendix I-2			Appendix I-2

<b>GOAL I:</b> To create a system of organization			
<b>OBJECTIVE:</b> Meet the needs of a changing school system by creating a maintenance plan for preventative, emergency, priority and planned jobs			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Annual study of maintenance needed for the district	Supervisor of Maintenance	November 2007- April, 2008 Annual thereafter	Contract, Job Outline, Meeting minutes
With architect, outline O&M priorities for the next 5 years and coordinate priorities. Create Phase I, II and III projects.	Supervisor of Maintenance	April 2008 Annual thereafter	Written Outline
Secure cost estimates for all projects and total for the year.	Supervisor of Maintenance	April 2008 Annual thereafter	Cost analysis
Work with finance to obtain appropriate funding for projects	Supervisor of Maintenance Supervisor of Finance	April 2008 Annual thereafter	Report from Finance Dept.
Present plans of Annual Maintenance Projects to Building Committee and, with their recommendation, the Board for approval	Supervisor of Maintenance	June 2008 Annual thereafter	Document Agenda from meeting Annual Reports at Board Mtgs.
Establish, in writing, the process for addressing emergency maintenance, to include estimates, bidding, approval by Superintendent, finance, committees, Board, etc.	Supervisor of Maintenance	July 2008 Annual thereafter	Sign Off/Agreement Documentation
Present Emergency Process for Maintenance to Superintendent, revise, and then Board	Supervisor of Maintenance	Annually beginning July 2009	Board Approved Document
Plan becomes Appendix in Master Plan (I-3)			Appendix 1-3

<b>GOAL I:</b> To create a system of organization			
<b>OBJECTIVE:</b> Standardize key financial business practices			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Correct and bring up to date all auditing processes and information needed by the State Dept. and Board hired auditing firm	Supervisor of Finance	January 2008 Ongoing	Report from state and Auditing Firm employed by district
Set up system of checks and balances to carry out functions of business dept. Reappraise effectiveness annually	Supervisor of Finance Superintendent	January 2008 Ongoing	Reassignment of duties on Job descriptions
Provide staff development to Central Office staff and principals detailing specific purchasing process (use of Purchase Orders, etc.)	Supervisor of Finance	August 2008 Annually	Meeting agendas
Study technology hardware and software available for making financial responsibilities more efficient and effective	Supervisor of Finance	January 2009 Ongoing	Report on findings and support of the findings
Select technology that will help to accomplish the goals of the Finance Department and fulfill requirements of auditors. Identify/secure funding	Supervisor of Finance	January 2010- January 2011 and ongoing	Purchase of software if funding is available
Implement technology and train personnel on its use (if funding permits)	Supervisor of Finance	January 2011	Agendas Sign In Sheets Evaluation of use
Train finance personnel in various application of finance software (current software and others purchased) with periodic updates	Supervisor of Finance	January 2009	Agendas Sign In Sheets
Annual analysis of department with recommendations for improvement	Supervisor of Finance	June 2008	Report to Superintendent or Designee
Acquire current, expert knowledge of Louisiana's Minimum Foundation Program (MFP) to allow for informed decision making and projections for future planning	Supervisor of Finance	September 2008- September 2010	Updates to Superintendent and Board at least semi annually

<b>GOAL I:</b> To create a system of organization			
<b>OBJECTIVE:</b> Redesign technology infrastructure, secure hardware and provide training that will allow performance of functions demanded by a progressive school system			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
With department heads, review technology plans and needs for the district	Superintendent Designee	January-June 2009	Report of Meeting/Findings
Study present configuration of the district's technology infrastructure, hardware and software with its capacity for growth to meet the demands of academic growth, experience and exposure	Superintendent Designee Supervisor of Tech.	June-September 2009	Outlined overview of the district
Develop a feasible plan (3-5 years) to restructure technology in the district and provide necessary training and personnel recertification. Specify costs and identify funding sources.	Superintendent Designee Supervisor of Tech.	October-March 2010	Plan for upgrading technology
Obtain input for the plan from the Superintendent and department heads. Revise plan as appropriate	Superintendent Designee Supervisor of Tech.	March-May 2010	Revisions if necessary
Obtain input for the plan from principals and teacher leaders. Revise the plan as appropriate.	Superintendent Designee Supervisor of Tech.	March-May 2010	Revisions if necessary
Inform Board of Technology Plan. Add to Appendix to the Master Plan (I-4 )	Superintendent Designee Supervisor of Tech.	June 2010	Technology Plan-Appendix I-4
Implementation of Plan	Supervisor of Tech.	July 2010	Monthly Meeting Updates- Report to Superintendent
Provide training as needed	Supervisor of Tech.	July 2010-Ongoing	Training Agendas
Semi-annual evaluation of the progress of the plan. Revise if necessary (notify Board of revisions) Annual progress reports to Board.	Superintendent Designee Supervisor of Tech.	July-August annually	Review of Evaluation and Revisions if necessary

<b>GOAL I:</b> To create a system of organization			
<b>OBJECTIVE:</b> Establish a competitive salary structure that facilitates recruitment and retention of personnel			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Study salaries of personnel in surrounding parishes and present findings to Superintendent	Personnel Sup. Finance Sup.	January 2008	Document Meeting Minutes
Establish a competitive pay structure for all personnel to encourage recruitment and retention of personnel	Personnel Sup. Finance Sup.	February 2008	Document
Secure adequate funding for pay increases	Superintendent Board	March 2008	Identified Source
Implement new salary schedule and maintain	Supervisor of Personnel	July 2008	Board Approved Salary Schedule
Annual review of salaries and recommend appropriate adjustments	Personnel Sup. Finance Sup.	July 2009 Annually	Board Approved Salary Schedule
Establish and maintain a relationship between universities and teacher programs to keep abreast of new teachers	Personnel Sup. Finance Sup.	January 2008 Ongoing	% of Certified and Highly Qualified teachers
Enhance the Student Teacher Program in the district	Personnel Sup. Finance Sup.	March 2008 and ongoing	% of Certified and Highly Qualified teachers
Attend all Teacher recruitment sessions at universities	Personnel Sup. Finance Sup.	Biannually and ongoing	% of Certified and Highly Qualified teachers
Design and implement a pay scale to reward content specific masters degree teachers who are to teach as adjunct professors at local universities	Personnel Sup. Finance Sup.	January 2010	Board approval of change in pay schedule
Collaborate with principals for teacher placement in most appropriate setting	Personnel Sup. Finance Sup.	June 2008 and ongoing	Retention of teachers

<b>GOAL I:</b> To create a system of organization			
<b>OBJECTIVE:</b> Intensify the Optional Education Program			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Enlist an outside auditor to provide an educational and behavioral audit of the present Optional Education Program	Secondary Supervisor & Supervisor of Child Welfare & Attendance	June-December 2008	Report on findings
Create a plan of action to address recommendations and findings of the audit.	Secondary Supervisor & Supervisor of Child Welfare & Attendance	January-March 2009	Plan of Action
Coordinate efforts with the civil parish, juvenile justice department and social services departments to address juvenile educational and behavioral problems	Secondary Supervisor & Supervisor of Child Welfare & Attendance	March-June 2009	Meeting Agendas Sign In Sheets Outline of Coordinated Efforts
Solicit funding for the proposed supplemental programs (i.e. Career Builders, Boys Club, Group Counseling, etc.)	Secondary Supervisor & Supervisor of Child Welfare & Attendance	June- August 2009	Grant Awards Funding Sources Identified
Present the plan to the community for input and support	Secondary Supervisor & Supervisor of Child Welfare & Attendance	August –October 2009	Meeting Notices Meeting Agenda and Sign In sheets
Gain approval of Superintendent and Board	Secondary Supervisor & Supervisor of Child Welfare & Attendance	November 2009	Board Minutes
Implement changes to correct deficiencies	Secondary Supervisor & Supervisor of Child Welfare & Attendance	January 2010	Plan in Place Observation and Monitoring
Present plan for improving Optional Education Program to the Board and add to the Appendix (I-5) of the Master Plan	Supervisor of Child Welfare & Attendance		Appendix 1-5

<b>GOAL I:</b> To create a system of organization			
<b>OBJECTIVE:</b> Address excessive personnel absenteeism			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Attorney for School Board addresses personnel absenteeism and its implications at District Staff Development Day	Personnel Supervisor	January 2008	Agenda of Meeting
Follow up letter to all district personnel from Superintendent defining Board policy on absenteeism and district expectations	Superintendent or Designee	January 2008	Letter from Superintendent or Designee
Meeting with principals to outline definition of excessive absenteeism (for all personnel) and procedures to take when excessive absenteeism occurs (use present Board Policy)	Personnel Supervisor	April 2008	Completed outline
Attorney for the School Board reviews the district outline and gives input	Personnel Supervisor	May-June 2008	Input from Attorney
District creates plan for addressing excessive absenteeism and then brings the plan to principals and school and district level personnel representatives for input and support	Personnel Supervisor	June 2008	Plan
Plan is sent to attorney for final approval	Personnel Supervisor	July 2008	Comments of Attorney
Plan (may include changes to present Board Policy) is brought to the Board for approval and is added to Appendix of Master Plan (I-6)	Personnel Supervisor	August 2008	Board Minutes Appendix I-6
Approved plan is sent to all personnel and is to be reviewed with immediate supervisors	Personnel Supervisor	August- September 2008	Verification of Receipt
Plan is implemented	Personnel Supervisor	August-September 2008	Report to Superintendent or Designee
Annual review of plan with revisions brought to the Board for information/approval	Personnel Supervisor	Annual	Report to Superintendent or Designee

<b>GOAL I:</b> To create a system of organization			
<b>OBJECTIVE:</b> Establish schools of choice for students and families (academic, technical, core)			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Create, in writing, a skeletal plan for offering students educational program choices that tailor interests and talents-academic, technical and core programs---First Draft-for information and input	Superintendent or Designee	April 2008	Outline
Visit nationally acclaimed academic and vocational school sites in order to develop program specifics (academic content and sequencing, partnerships, teaching strategies, course offerings, etc.)	Superintendent or Designee	January 2008 Ongoing	Notes from meetings Results specified in final <i>Students' Choice Plan</i>
Present plan to Board, administrators, parents and community/business for input. Adjust plans accordingly.	Superintendent or Designee	February-May 2008	Board Minutes Agendas, minutes of mtgs. Adjusted Plan
Present adjusted plan for academic, technical and core programs to the Board	Superintendent or Designee	May 2008	Board Minutes Plan
Employ an architect to design changes in buildings and new structures to accommodate new <i>Students' Choice Plan</i>	Superintendent or Designee	July 2008	Contract of Architect
Secure appropriate funding for buildings and renovations	Superintendent or Designee	January-March 2008 Ongoing annually	Identified source of revenue
Develop specifics of <i>Students' Choice Plan</i> . Plan will address academic, core and vocational schools, phases of implementation and funding sources	Superintendent or Designee	May 2008	Completed Plan in written and electronic form
Detail specific steps for programs implementation, process for securing of equipment, supplies and personnel. Add to <i>Students' Choice Plan</i>	Superintendent or Designee	May 2008	Steps for specifics approved by Superintendent

<b>GOAL I:</b> To create a system of organization			
<b>OBJECTIVE:</b> Establish schools of choice for students and families (academic, technical, core)- <i>Continued</i>			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Present <i>Students' Choice Plan</i> to the Board for approval	Executive Director of Programs Superintendent	May 2008	Board Minutes
<i>Students' Choice Plan</i> becomes part of Master Plan Appendix (I-7)	Superintendent	August 2008	Annual Board Updates Appendix I-7
Plan is carried out, reevaluated and readjusted as necessary, but at least annually			

<b>GOAL I:</b> To create a system of organization			
<b>OBJECTIVE:</b> Coordinate all educational programs to focus funding and services on accomplishing tasks of <i>The Master Plan</i>			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Use Master Plan, data, and principal and teacher input to identify areas of district concern in regards to curriculum and instruction	All supervisors responsible for funding	March 2008 (for 2008-09 school year)	Data reports
All supervisors develop an annual district plan of action to address most significant weaknesses that most impact achievement and that develop the Master Plan	All supervisors responsible for funding	April 2008	Annual District Plan
Obtain input from principals. Revise if necessary	All supervisors responsible for funding	April 2008	Agendas Minutes of meetings
Secure approval of the plan from the Superintendent	All supervisors responsible for funding	April 2008	Signature
<b>All</b> funding sources will be used to carry out the district's annual plan (includes staff development, materials, supplies, equipment, field trips, student workers, personnel, programs, etc)	All supervisors responsible for funding	April 2008-April 2009	Budgets and grants
Annual district data study and plan of action	All supervisors responsible for funding	April (federal budgets due)	Grants and budgets

<b>GOAL II:</b> To establish a rigorous curriculum and meaningful instruction as measured by student performance on state tests			
<b>OBJECTIVE:</b> Use data to improve teaching and learning and to guide decision making			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Purchase, train and implement software products to aggregate student, teacher, school and district data	Supervisor of Title I LEADS Coordinator Superintendent	October 2007- February 2008	Software Training Agendas Follow-up agendas
Provide additional training on use of software as requested by principals, teachers or administrators	Supervisors of Title I and Sp. Ed. LEADS Coordinator Supervisors of Curriculum	October 2007- Ongoing Annual	Training agenda
Use data to focus instruction by identifying areas of weakness and then providing planned, specific instruction and assessment in weak areas.	Supervisors of Curriculum	January 2008 Ongoing Annual district study	Assessment documents
Use data at all meetings to verify conclusions, lead conversation and create ideas or plans	Supervisors of Curriculum Superintendent	October 2007 Ongoing	Agendas Data reports for meetings
Acquire assessment instruments to assist in specifying, diagnosing and prescribing (developing formative assessment for district).	Supervisors of Curriculum	June 2008 Annual	Assessment documents
Provide continuous training on data interpretation (must present to all newly hired personnel annually)	Supervisors of Curriculum	August 2008 and Ongoing	Agendas when appropriate
Use data to guide staff development and spending of grant funds	All Supervisors	February-March annually	Superintendent approval
Create procedures for preparing students and teachers for testing EXPLORE, PLAN and ACT	Secondary Supervisor	June-September 2008 and ongoing	Procedures documented
Correlate ACT to LCC. Highlight skills that are dissimilar. Plan to address those dissimilar skills	Secondary Supervisor	June 2008- September 2010 and Ongoing	Correlation document

<b>GOAL II:</b> To establish a rigorous curriculum and meaningful instruction as measured by student performance on state tests			
<b>OBJECTIVE:</b> Provide continual staff development to teachers for the purpose of advancing student learning			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Incorporate an additional 3 days (non-instructional) into the school calendar for teacher staff development with payment (If funding permits). If funds do not permit, teachers attend for CLU credit only	Supervisors of Personnel, Finance, Elem. & Secondary, Title I and Sp. Ed.	July 2008 Ongoing	3 days with payment added to Board approved calendar, if funds permit
Districtwide teacher staff development focused on district, school and class data. Teachers create lessons and assessments to address weaknesses and implement lessons in classroom---ongoing process	Supervisors of Personnel, Finance, Elem. & Secondary, Title I and Sp. Ed.	January 2008	District mtg. agendas and school level meeting agendas and reports to Superintendent
Planned staff development days (district driven) to focus on curriculum and instruction as deemed important by study of data and principal input (in addition to creation of lessons) Ex. classroom management, strategies for special populations, etc.	Supervisors of Personnel, Finance, Elem. & Secondary, Title I and Sp. Ed.	February-April 2008 Annually thereafter	Federal Programs and state grants summary
Designate math and reading specialists to assist principals with monitoring implementation of staff development (positions funded through state and fed. grants)	Supervisors of Personnel, Elem. & Secondary, Title I and Sp. Ed.	July 2008	Personnel Book
Evaluate staff development program (by teachers, principals and Central Office administrators) and make revisions as needed.	Supervisors of Personnel, Elem. & Secondary, Title I and Sp. Ed.	August 2008 Ongoing	Evaluation Forms Revised Subsequent Agendas if appropriate

<b>GOAL II:</b> To establish a rigorous curriculum and meaningful instruction as measured by student performance on state tests			
<b>OBJECTIVE:</b> Provide continual staff development to district leaders and principals for the purpose of advancing student learning			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Identify areas of leadership that would assist district in achieving its target goal of #15 by 2015 (use district and school data and input from principals and Central Office administrators to determine needs). Must address student achievement and implementation responsibilities of Master Plan	Elem. & Secondary Supervisors Data Facilitator Superintendent	August 2008 Annual	Data Analysis Surveys
Prioritize and sequence areas that need to be studied and plan staff development (logically sequence over course of 3-5 years)	Elem. & Secondary Supervisors Superintendent	October 2008	Dates distributed to administrators
Provide staff development at least 3 times per year to all district and school level administrators	Elem. & Secondary Supervisors Superintendent	October 2008-June 2009 Ongoing	Agendas Minutes
Monitor implementation of staff development	Supervisor of district leaders and principals Superintendent	July 2009-June 2010 Ongoing	Reports, new data and observations reported to Superintendent Principal Meeting Agendas
Evaluate and revise as needed but at least annually with report to Superintendent	Elem. & Secondary Supervisors Superintendent	July 2008-June 2009 Ongoing	Evaluations

<b>GOAL II:</b> To establish a rigorous curriculum and meaningful instruction as measured by student performance on state tests			
<b>OBJECTIVE:</b> Align curriculum vertically and horizontally for PK-12			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Identify superb teacher teams PK-12 in all content areas to lead the process of aligning curriculum horizontally and vertically	Elem. & Secondary Supervisors Principals	May 2008 Annual Updates	Teacher List
Obtain commitment to lead the process of aligning from each teacher identified	Elem. & Secondary Supervisors Sp. Ed. Supervisor Principals	May 2008	Verification
Using LCC, and Assessment Guides, create a sequence of content for each grade level in ELA, math, science and social studies (teacher teams are given training and specific outlined descriptions of the end product)	Teacher Teams Elem. & Secondary Supervisors Sp. Ed. Supervisor Principals	July 2008	Content sequence documents to be given to grade appropriate teachers
Use democratic process to choose a Lesson Plan software piece (teacher/principal/administrator)	Teacher Teams Elem. & Secondary Supervisors Sp. Ed. Supervisor Principals	August 2008- January 2009	Chosen software
Design creative teacher lesson plans to carry out effective instruction of the sequenced content. Incorporate the LCC (correlate to staff development section)	Elem. & Secondary Supervisors Principals Sp. Ed. Supervisor	January-August 2009	Lessons on line
Provide ongoing updates to all teachers, acquiring input and requiring implementation. Provide training for new teachers annually.	Elem. & Secondary Supervisors Principals Sp. Ed. Supervisor Reading & Math Specialist	Ongoing	Reports by Elem. And Sec. Supervisors to Superintendent or Designee
Create additional teacher plans and assessments to enhance curriculum - - -Sp.Ed., remediation, enhancement, etc. (correlate to staff development)	Elem. & Secondary Supervisors Sp. Ed. Supervisor Principals	June 2010 and annually	Additional Plans on line

<b>GOAL II:</b> To establish a rigorous curriculum and meaningful instruction as measured by student performance on state tests			
<b>OBJECTIVE:</b> Employ a variety of teaching techniques that address the needs and learning styles of students			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Use data to determine district areas of academic weakness and brainstorm reasons why	Data Facilitator Sp. Ed Supervisor Elem. & Secondary Supervisor Title I Supervisor	July 2008	Data document
Research Best Practices for teaching strategies. Explore/study state and national exceptional programs used to address student weaknesses of similar nature	Data Facilitator Sp. Ed Supervisor Elem. & Secondary Supervisor Title I Supervisor	August 2008	Research presentations Report to Superintendent
Sequence teaching strategies in a manner that one builds on another, makes sense, and impacts student learning. Fully implement one strategy before beginning another	Principals and administrators	September 2009	Sequence of staff development
Develop teacher, principals and administrator staff development in the Best Practices teaching strategies (becomes part of district staff development and is used in developing lesson plans)	Principals and administrators	January 2010	Agendas for staff development
Implement and monitor	Teachers Elem. & Secondary Supervisors Reading and Math Specialists	August 2010	Reports by Elem. And Sec. Supervisors to Superintendent or Designee
Evaluate and revise if necessary (use data and teacher/principal input)	Elem. & Secondary Supervisors Principals	May 2011	Evaluation forms and revisions
Continue process annually	Administrators Principals	Ongoing	New documents

<b>GOAL II:</b> To establish a rigorous curriculum and meaningful instruction as measured by student performance on state tests			
<b>OBJECTIVE:</b> Establish formative and summative assessments that align with a sequenced, vertical curriculum			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Review and revise sequenced curriculum PK-12 using input of teachers, principals and Central Office administrators	Elem. & Secondary Supervisors	April -June 2009	Revised Sequenced Curriculum in 4 core, grades K-12 to Superintendent Designee
Identify Teacher Teams for writing formative and summative assessment based on sequenced curriculum	Elem. & Secondary Supervisors Principals	June 2009	Teacher Teams-names approved by Superintendent
Provide in-depth staff development on writing effective assessment questions, integrating Special Education in the process	Elem. & Secondary Supervisors Title I and Sp. Ed. Supervisors	July 2009	Agendas Sign In Sheets Evaluation forms
Teams write formative and summative assessment questions for weekly testing, 6-weeks, pre LEAP testing and end of year testing. Electronic delivery.	Elem. & Secondary Supervisors	July 2009	Assessments
Districtwide teacher review and input of testing questions-led by Teacher Teams. Special Education component must adhere to appropriate rigor and format	Elem. & Secondary Supervisors	August 2009	Record of Input from teachers and principals
Assessment implementation with feedback to Teacher Teams for quality control	Elem. & Secondary Supervisors	August 2009-May 2010	Report by Elem. and Sec. Supervisors to Superintendent or Designee
Assessment revision as deemed necessary after use. Submit to Teacher Teams for review and to assure quality control Ongoing revisions and additions as necessary	Elem. & Secondary Supervisors	June 2010	Revisions on record
District implementation with summative test scores recorded on data software. Subgroup performance closely monitored.	Elem. & Secondary Supervisors	August 2010 Ongoing	Data software piece

<b>GOAL II:</b> To establish a rigorous curriculum and meaningful instruction as measured by student performance on state tests			
<b>OBJECTIVE:</b> Provide specialized learning opportunities for students in grades PK-3 who need additional services to remediate or extend the standard curriculum			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Study reliable assessment tools that will effectively identify individual students' academic strengths and weaknesses. Identify funding sources to purchase tool and score. Choose a tool that best fits the needs of the district.	Elem. Supervisor Title I Supervisor Sp. Ed. Supervisor Principals	January 2009	Report to Superintendent or designee on outcome of study and recommendation for assessment tool
Purchase tool and train personnel on use and analysis of data	Elem. Supervisor Title I Supervisor Sp. Ed. Supervisor Principals	May 2009	Assessment Purchase
Assess all PK-2 students (scores to be used to plan for 2009-2010 school session).	Elem. Supervisor Title I Supervisor Sp. Ed. Supervisor Principals	May 2009 Annually	Assessment Completion
Interpret data at school level. Principals share information at Principals' Retreat (by school and grade level, not by student)	Elem. Supervisor Title I Supervisor Sp. Ed. Supervisor Principals	July 2009 Annually	Individual Principals' Report
Use data to plan district, school and grade level strategies and lessons to address weaknesses and enhance strengths and to make decisions regarding staff development	Elem. Supervisor Title I Supervisor Sp. Ed. Supervisor Principals	August 2009-June 2010 Annually	Quarterly progress report to Superintendent or Designee
Retest at benchmark (six-weeks or quarterly) points and revise plan according to scores, providing remediation and enhancement	Elem. Supervisor Title I Supervisor Sp. Ed. Supervisor	August 2009-June 2010	Same as above
Annual evaluation of process with necessary changes and adjustments	Elem. Supervisor Title I Supervisor Sp. Ed. Supervisor		

<b>GOAL II:</b> To establish a rigorous curriculum and meaningful instruction as measured by student performance on state tests			
<b>OBJECTIVE:</b> Provide specialized learning opportunities for students in grades 4-9 who need additional services to remediate or extend the standard curriculum			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Use state assessment and formative assessment to identify students' strengths and weaknesses ***formative assessment is used when it has been refined and approved by the district quality control Teacher Teams***	Elem. Supervisor Second. Supervisor Title I Supervisor Sp. Ed. Supervisor Principals	May 2009	Report by principals July Retreats
Interpret data at the school level. Principals share information at Principals' Retreat (by school and grade level, not by student)	Elem. Supervisor Second. Supervisor Title I Supervisor Sp. Ed. Supervisor Principals	July 2009	Reports by principals at July retreats
Use data to plan district, school and grade level strategies and lessons to address weaknesses and enhance strengths and to make decisions regarding staff development	Elem. Supervisor Second. Supervisor Title I Supervisor Sp. Ed. Supervisor Principals	August 2009-June 2010	Quarterly reports to Superintendent
Retest at benchmark points (six weeks or quarterly) and revise plan according to scores, providing remediation and enhancement	Elem. Supervisor Second. Supervisor Title I Supervisor Sp. Ed. Supervisor Principals	August – June 2010	Same as above
Annual evaluation of process with revisions and adjustments when necessary	Elem. Supervisor Second. Supervisor Title I Supervisor Sp. Ed. Supervisor Principals	Annual	Notice of revision to Superintendent

**GOAL II:**

To establish a rigorous curriculum and meaningful instruction as measured by student performance on state tests

**OBJECTIVE:**

Redesign high schools to meet the more rigorous state and national standards

<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Study Act 1124 and most recent updates from LA Department of Education. Study and predict forthcoming mandates	Sec. Supervisor	August 2008-June 2009	Report to Superintendent or Designee
Design a Plan of Action that addresses student choice for career preparation, state average ACT scores, dual enrollment, career/technical and academic endorsements, academic remediation and credit recovery. Plan must be in accordance with Bulletin 741 pages 45-47.	Sec. Supervisor High School principals	June 2009-April 2010	Plan submitted to and reviewed with Superintendent and Designee
Review plan with high school principals and teachers to gain input. Make appropriate adjustments	Sec. Supervisor	June 2010	Agenda Sign In Sheets Input documents
Present to Board ---Board Retreat Plan is included in the Appendix (II-1) of this document	Sec. Supervisor	July-August 2010	Agenda Presentation
Implement plan with quarterly monitoring	Sec. Supervisor	August 2010	Quarterly reports to Superintendent or Designee
Annual evaluation of plan with adjustments if necessary	Sec. Supervisor	Ongoing	Information to Board Board minutes

<b>GOAL II:</b> To establish a rigorous curriculum and meaningful instruction as measured by student performance on state tests			
<b>OBJECTIVE:</b> Establish an effective monitoring of curriculum and instruction			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Study state requirements for monitoring LCC. Determine processes that can be altered to accommodate IPSS needs and still remain within the confines of the state dictate	Elem. & Sec. Supervisors	January 2009	Report of findings to Superintendent Or Designee
Create outline for monitoring staff development implementation and district approved curriculum and instruction.	Elem. & Sec. Supervisors	March 2009	Outline to Superintendent or Designee
Present plan to principals for input	Elem. & Sec. Supervisors	May 2009	Outcome to Superintendent or Designee
Present plan to teacher leaders for input	Elem. & Sec. Supervisors Principals	August 2009	Report to Superintendent or Designee
Make revisions to the plan as needed	Elem. & Sec. Supervisors	September 2009	Revised plan
Work with principals on refining monitoring plan and documentation to be used.	Elem. & Sec. Supervisors	September 2009	Revised plan
Present plan to Superintendent or designee for approval	Elem. & Sec. Supervisors	October 2009	Final Plan to be presented to the Board
Bring to Board to add to the Appendix in the Master Plan (II-3)	Elem. & Sec. Supervisors	January 2010	Board Minutes
Review process for curriculum and instructional monitoring with all academic administrators, principals and teachers and begin implementation	Elem. & Sec. Supervisors	January 2010	Meeting Minutes
Annually evaluate plan and make changes as deemed necessary	Elem. & Sec. Supervisors	Annually in July	Report on status to Superintendent or Designee

**GOAL II:**

To establish a rigorous curriculum and meaningful instruction as measured by student performance on state tests

**OBJECTIVE:**

Create a program of identification and service to students with excessive absenteeism (more than 3 unexcused absences)

<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Study current plan for recording student absenteeism in the district with designated Central Office Staff and principal representatives.	Supervisor of Child Welfare and Attendance	February-March 2008	Report of Information Gained
Make recommendations for identifying students with habitual absenteeism, recording all absentees and reporting on SIS, to parents, etc.	Supervisor of Child Welfare and Attendance	April 2008	Recommendations to Superintendent or Designee
Work with Judicial System to develop an interagency plan to alleviate juvenile truancy	Supervisor of Child Welfare and Attendance	May 2008	Report on Meetings
Establish a plan of action that fulfills the requirements of the school system and supports the efforts of the Judicial System	Supervisor of Child Welfare and Attendance	June 2008	Draft Plan
Gain input and support for the plan from Central Office staff and principals.	Supervisor of Child Welfare and Attendance	July 2008	Draft Plan
Finalize the plan for addressing student truancy	Supervisor of Child Welfare and Attendance	August 2008	Final Plan
Present plan to Board and add to the Appendix (II-3) of the Master Plan	Supervisor of Child Welfare and Attendance	September 2008	Board Minutes
Notify students and parents of the Truancy Plan by way of discussions at the school level, PTO meetings, letters sent to local ministers, newspaper notice ( a minimum of 2 annually)	Supervisor of Child Welfare and Attendance	September-November 2008	Samples of methods of notification
Implement plan with quarterly monitoring of effectiveness	Supervisor of Child Welfare and Attendance	September 2008	Periodic reports to Superintendent or Designee
Annual review of plan with revisions brought before the Board	Supervisor of Child Welfare & Attendance	June 2009	Reports to Superintendent or Designee

**GOAL II:**

To establish a rigorous curriculum and meaningful instruction as measured by student performance on state tests

**OBJECTIVE:**

Coordinate curriculum and best practices of Head Start and PK in public schools

<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Identify skills required in the Comprehensive Curriculum and, with Head Start leaders, compare Head Start curriculum	Elem. Supervisor	June 2008	Lists of skills
Create a spiraled curriculum with Head Start, PK and K. Identify any skills that fall outside of the spiraling.	Elem. Supervisor	August 2008	Curriculum Alignment
Create lessons or experiences that are not included in the Comprehensive Curriculum so that all of the spiraled curriculum is taught, experienced and learned	Elem. Supervisor	Begin October 2008- June 2009	Redefined curriculum
Establish staff development for Head Start and PK to address students weaknesses and prescriptions as measured by Comprehensive Skills Checklist	Elem. Supervisor	Ongoing	Agendas Sign In Sheets
Solicit services of social and government agencies to assist is servicing young children	Elem. Supervisor Sp. Ed.	Ongoing	Agreements
Provide staff development for Head Start teachers and PK teachers at least twice annually to address concerns of transition	Elem. Supervisor Sp. Ed.	Ongoing	Minutes of Meetings
Annual review of the physical and curricular transition	Elem. Supervisor Sp. Ed.	Ongoing	Minutes of Meetings

<b>GOAL II:</b> To establish a rigorous curriculum and meaningful instruction as measured by student performance on state tests			
<b>OBJECTIVE:</b> Utilize all aspects of the Special Education Program to achieve optimum performance in the district			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Audit curriculum, instructional practices and services of the Sp. Ed. program by an outside evaluator	Supervisor of Special Education	February 2008	Contract
Study recommendation of outside Sp. Ed. auditor	Supervisor of Special Education	March-May 2008	Document with Findings and Recommendations
Develop a specific plan to address shortcomings outlined in the findings report. Identify funding source for changes to be made. Gain Superintendent and Board approval for the plan	Supervisor of Special Education	June 2008	Specific plan to address each recommendation
Implementation of remediation plan with quarterly meetings and written reports to Superintendent or Designee outlining specific, documented progress	Supervisor of Special Education	August 2008	Report and documented meeting to discuss
Annual assessment of program effectiveness and plan for improvement	Annual assessment of program effectiveness	Ongoing	Surveys Data study Report to Superintendent

<b>GOAL II:</b> To establish a rigorous curriculum and meaningful instruction as measured by student performance on state tests			
<b>OBJECTIVE:</b> Create year-round and after school activities for students that focus on academics and good character			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Establish a character building program for students to use in-school that can be reinforced after school and during summer activities	Exec. Dir. of Sp. Programs Elem. & Sec. Sup.	Present and continued annually	Report on Character Program
Continue to involve students in all aspects of theatrical productions	Exec. Dir. of Sp. Programs	Present and continued annually	Productions
Create summer camps that integrate academics with real world experiences	Exec. Dir. of Sp. Programs	June 2008 Annually thereafter	Summer Camps
Continue to provide active after-school programs that enrich academics while promoting good character and social/behavioral skills	Exec. Dir. of Sp. Programs Elem. & Sec. Sup.	Present and continued annually	After School Programs
Provide varied experiences and exposure to events that will reinforce concepts that develop academics	Exec. Dir. of Sp. Programs	August 2008	Reports of Supervisors and Principals
Provide <i>HeadsUp</i> programs (school begins 2 weeks early) for students that would benefit from additional instructional time before the actual start of school	Elem. & Sec. Sup	July 2010	<i>HeadsUp</i> Program

<b>GOAL III:</b> To design a system of community input and support of the school district			
<b>OBJECTIVE:</b> Communicate to parents, community members, business and industry school information, functions and programs			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Create a committee (PTO Presidents from each school and representative members of the community) to develop a plan for effective communication about the schools and the system	Superintendent or Designee	April 2008	List of committee members
Meet with committee to define communication needs of the district and to discuss viable methods of communication	Superintendent or Designee	May 2008	Agenda Sign In Sheet
Outline plan of action for effective communication with the public	Superintendent or Designee	June-July 2008	Outlined Plan
Review plan with principals and Central Office staff and teachers for input	Superintendent or Designee	August 2008	Agenda Sign In Sheet
Revise plan if necessary	Superintendent or Designee	August 2008	Final Plan
Present to Board and add to Appendix (III-1)	Superintendent or Designee	August 2008	Board minutes Appendix III-1
Inform teachers and parents of plan	Superintendent or Designee	September 2008	Agenda Sign In Sheets
Implement with annual review and adjustments when necessary	Superintendent or Designee	At least annually	Minutes of Meetings

**GOAL III:**

To design a system of community input and support of the school district

**OBJECTIVE:**

Partner with businesses and universities to bridge student learning from high school to post secondary endeavors, job or further education

<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Study academic and technical 7-12 grade programs and delineate possible partnerships with technical schools, universities, business and/or industry that would strengthen teaching and learning	Superintendent Designee	May 2008 Ongoing	Report to Superintendent
Specify terms of the partnerships that would be profitable to the children of the district and to the other organization(s)	Superintendent Designee	Ongoing	Report to Superintendent
Set meetings with organization heads or their designees and discuss the partnership agreement	Superintendent Designee	Ongoing	Report to Superintendent
Notify Superintendent of the agreement(s) and finalize the propositions	Superintendent Designee	Ongoing	Report to Superintendent
Work out details with school personnel	Superintendent Designee	Ongoing	Report to Superintendent
Implement agreement(s)	Superintendent Designee	Ongoing	Report to Superintendent
Quarterly advise Superintendent of the progress of the agreement(s)	Superintendent Designee	Ongoing	Report to Superintendent
Study effects annually and modify as needed	Superintendent Designee	Ongoing	Report to Superintendent

<b>GOAL III:</b> To design a system of community input and support of the school district			
<b>OBJECTIVE:</b> Utilize the expertise of available resources in the district to enhance teaching and student learning			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Solicit the participation of government agencies (parish govt., Sheriff, judge, District Attorney, hospitals, etc.) to address district juvenile needs in the district	Superintendent Designee(s)	January –May 2009	List of participants
Assemble govt. agencies (heads or designees) to outline juvenile concerns and needs. Prioritize concerns and needs	Superintendent Designee(s)	June 2009	Meeting agenda Minutes
Develop cooperative plan to address needs. Specify function of each agency with timelines and funding sources when applicable. Identify methods of charting progress	Superintendent Designee(s)	September-December 2009	Intergovernmental Cooperative Plan
Communicate intergovernmental plan to the district(use methods outlined by community group)	Superintendent Designee(s)	January 2010	Use methods outlined by community group
Implement plan and collect data. Follow up meetings as needed for the 1 <sup>st</sup> year and semiannually thereafter. Use progress data to make decisions and to validate information. Revise plan when appropriate.	Superintendent Designee(s)	February 2010	Meeting agendas, sign ins Meeting minutes
Update Board on progress of interagency plan at least annually	Superintendent Designee(s)	January 2011 Annually	Board agenda Minutes

<b>GOAL III:</b> To design a system of community input and support of the school district			
<b>OBJECTIVE:</b> Utilize faith-based initiatives to strengthen district goals and objectives			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Solicit participation of faith-based organizations to address youth social, behavioral and academic issues	Superintendent Designee(s)	September 2008-January 2009	List of participants
Assemble cooperating participants to outline youth issues that can be addressed within the faith-based organization. Select a spokesperson/contact for the group	Superintendent Designee(s)	February-April 2009	Agenda Minutes of meeting Spokesperson/Contact person selected
Determine the most important issue(s) to be addressed for the year. Outline a plan of action to focus on the need(s), specify function of each person involved, timetable for completion of actions and methods of reporting outcomes.	Superintendent Designee(s)	April-August 2009	Plan of Action
Present plan to Board	Superintendent Spokesperson of Group	September 2009	Board Presentation/Agenda Minutes
Communicate plan to the faith-based organizations, schools, parents and community (use process designed by community group)	Superintendent or Designee Spokesperson	September 2009	Methods outline by community group
Implement plan. Follow up meetings may be necessary for clarity.	All participants	September 2009	Meeting agendas
Evaluate plan using information gathered during the year. Revise plan if necessary or choose a different focus area for the following year, depending on program results.	Superintendent Designee(s) Spokesperson	July 2010	Meeting agenda Sign In Minutes
Annual evaluation and focus chosen. process begins anew		August 2010 and annually thereafter	

<b>GOAL III:</b> To design a system of community input and support of the school district			
<b>OBJECTIVE:</b> Solicit input from community representatives and report on progress of district initiatives on an annual basis			
<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Procedures for Documentation</b>
Secure participants who agree to serve on the Advisory Council for Education from a cross section of business, government, ministers and community leaders in Iberville Parish	Superintendent or Designee	April 2008	Participants List
Call meeting to set purpose of the council and plan procedures for meeting, discussing and planning. Outline process	Superintendent or Designee	May 2008	Meeting Agenda Minutes
Designate a spokesperson or chairman of the committee	Superintendent of Designee	May 2008	Minutes of Meeting
Present Master Plan to roundtable for input and discussion	Superintendent or Designee	June 2008 or prior	Minutes of Meeting
Annual meetings are held to update district level leaders on the progress of the educational system and solicit concern, questions and needs	Superintendent or Designee	June 2009 and Annually thereafter	Agendas Minutes of Meeting
Report on meeting findings are brought to the Board annually	Superintendent or Designee	Annually	Board Agenda Minutes of Meetings

# Appendices

An Appendix is added to the *Master Plan for Achievement* as designated in the Action Plan section of applicable objectives.

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# Acknowledgements

Sign-In documents of all who have reviewed the *Master Plan for Achievement* and have been given the opportunity to provide input are placed in this section.

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