

Ouachita Parish 2005-2006 Strategic Plan

Performance Goal	Performance Indicator	Performance Target	Strategy	Activity
<p>1. By 2013 - 2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p>	<p>1.1 The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment</p> <p>(Note: These subgroups are those for which the ESEA requires State reporting. These include American Indian, Asian/Pacific Islander, Black, Hispanic, White, LEP, Free/Reduced Lunch and Students w/Disabilities.</p>	<p>To increase the percentage of students scoring basic and above in English/Language Arts (ELA) on the LEAP and GEE</p>	<p>1.To implement inclusion and expose ALL students to the State Comprehensive Curriculum</p> <p>2.To provide job-embedded professional development for ALL teachers of students with disabilities</p>	<p>1. Remediation, After-school program, Parental involvement, AR, Paraprofessionals, Title I Reading/Math Teachers, ESL, Migrant Advocate, Homeless Liaison, District Focused Professional Development with Follow-up, Early Intervention Programs</p> <p>2. Job embedded professional opportunities will be provided. ALL teachers will attend workshops provided by the Special Education Department & OPSS professional staff. ALL teachers will be required to encourage the use of higher order thinking skills.</p>
	<p>1.2 The percentage of students in the aggregate and for each subgroup, who are at or above the proficient level in mathematics on the State's assessment</p>	<p>To increase the percentage of students scoring basic and above in Math on the LEAP and GEE</p>	<p>1. To increase the percentage of subgroups of students scoring basic or above on Math LEAP and GEE</p> <p>2. To increase the percent of Title I schools making Adequate Yearly Progress (AYP) by providing additional personnel and resources</p>	<p>1. Remediation provided to all students scoring below Basic in Math, Providing paraprofessionals to assist weak students, ESL, Migrant, Homeless programs will provide additional services, District professional development for teachers and parents.</p> <p>2. Continuation of on-site DAT visits, data analysis workshops, additional materials & resources provided to address SIP. Family Involvement, Homeless, ESL, and Migrant will continue to provide service.</p>

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	1.3 The percentage of Title I schools that make adequate yearly progress	To increase the percent of Title I schools that make adequate yearly progress to 100	To conduct weekly monitoring/teacher observations and report findings to the Superintendent	Remediation and enrichment will be provided to students as needed. Superintendent will require supervisory staff to monitor on a weekly basis with reports given to the Superintendent as needed.
	1.4 The percentage of students with disabilities participating in statewide assessments. (IDEA)	To increase the percent of Students With Disabilities (SWD) participating in statewide assessments from 94.10 to 100	<p>1. To increase the knowledge of instructional modifications/accommodations</p> <p>2. To increase the percent of students with disabilities who participate in statewide assessment</p>	<p>1. Provide job-embedded professional development for administrators, regular and special education teachers. Provide job-embedded professional development for paraprofessionals. Provide support to teachers and parents as needed.</p> <p>2. Approx. 99% of SWD participate in statewide assessments. Special attention will be given when scheduling students to include more SWD in regular classrooms. SWD will be taught using statewide curriculum.</p>
<p>2. All Limited English Proficient (LEP) students will become proficient and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p>	2.1 The percentage of LEP students, determined by cohort, who have attained English proficiency by the end of the school year	To increase the percentage of LEP students who have attained English proficiency from 99.2 to 99.7	<p>1. To increase the percent of students attaining English proficiency by providing English as a Second Language (ESL) teachers</p> <p>2. To provide ELL students with additional reinforcement in ELA for the state assessments</p> <p>3. To increase percent of ELL students that score Basic or above on Math section of LEAP and GEE</p>	<p>1. English Language Learner (ELL) students will be identified upon entering school and begin receiving ESL services. Technology, flashcards, supplemental curriculum and the use of the ELL standards and LA Comprehensive Curriculum will assist students in attaining goals.</p> <p>2. ESL teachers will provide remediation and enrichment in ELA and students will receive required number of minutes daily. ESL teachers will receive additional training on the state assessments and attend required conferences.</p> <p>3. Previous activities mentioned will continue with additional emphasis placed on Math.</p>

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<p>3. By 2005-2006, all students will be taught by “highly qualified” teachers.</p>	<p>3.1 The percentage of classes being taught by “highly qualified” teachers in the aggregate and in “high-poverty” schools</p>	<p>To increase the percentage of classes taught by “highly qualified” teachers from 95.2 to 100 in the aggregate and 85.3 to 100 in “high-poverty” schools</p>	<p>1. To provide tuition, PRAXIS fees, textbooks for non-certified/highly qualified teachers</p> <p>2. To hire “highly qualified” teachers</p>	<p>1. There is a concern that only 85.3% of teachers are highly qualified in “High Poverty” schools. Paying college tuition, purchasing textbooks, paying for PRAXIS for non-certified teachers to become certified and teachers to become highly-qualified.</p> <p>2. Administrative workshops were held to discuss with administrators the importance of hiring “highly qualified” teachers and the Title I guidelines were reviewed with all administrators.</p>
	<p>3.2 The percentage of teachers receiving high-quality professional development</p>	<p>To increase the percentage of teachers receiving high-quality professional development from 40 to 75</p>	<p>1. To provide all personnel with “highly qualified” professional development</p> <p>2. To continue to provide “high quality” professional development</p>	<p>1. Administrators will receive professional development specific to curriculum needs of schools. They will receive resource books to use for school book studies to allow for DOE embedded professional development.</p> <p>2. Professional Development provided by all Federal Programs, Instructional Team will be also high quality specific to school and /or needs. Follow up by the presenter and/or administrator/supervisor will also be required</p>
	<p>3.3 The percentage of paraprofessionals who are highly qualified</p>	<p>To increase the percentage of Title I paraprofessionals who are highly qualified from 92 to 100</p>	<p>1. To increase percentage of highly qualified paraprofessionals to 100</p> <p>2. To continue to assist paraprofessionals in becoming highly qualified</p>	<p>1. At the beginning of 2005, 92% of paraprofessionals are “Highly Qualified.” Title I will continue to provide tuition, purchase textbooks, and pay for ParaPro test fees.</p> <p>2. Paraprofessionals are provided ParaPro test preparation and reinforcement sessions after school. Tutors are provided if necessary. Practice materials are also provided to paraprofessionals.</p>

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<p>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</p>	<p>4.1 The number of persistently dangerous schools, as defined by the state</p>	<p>To maintain the number of persistently dangerous schools as defined by the State at 0</p>	<p>1. To implement scientifically based research programs to reduce the incidents of school violence</p> <p>2. To introduce the School Model Master Plan to assist in the reduction of school violence</p> <p>3. To maintain the number of persistently dangerous schools in the Ouachita Parish School System</p>	<p>1a. Character Counts is a multicurriculum resource designed to teach students in grades PreK-12 ethical values as they relate to life choices. Students are taught to communicate reason, solve problems, make good judgments and right choices.</p> <p>1b. Second Step is a violence prevention curriculum identified as exemplary by the U. S. Department of Education. Program will provide students with skills needed to create a safe environment and become successful adults.</p> <p>2. Develop a network of support involving community resources, Sp. Ed. and Title I parental involvement, Title IV programming, administrative discipline training, and other professional resources to address and reduce student violence.</p> <p>3. Purchase and maintain safety/security equipment in form of metal detectors, walkie-talkies, surveillance cameras. Support personnel programs will be: Intervention Strategist, SRO's Crisis Management Plans/Teams and student drug testing programs.</p>
<p>5. All students will graduate from high school.</p>	<p>5.1 The percentage of students who graduate from high school each year with a regular diploma</p>	<p>To increase the percentage of students who graduate from high school each year with a regular diploma</p>	<p>1. To implement strategies that increase the number of students that graduate from high schools</p>	<p>1. After-school classes with ESL teacher/Migrant Advocate/Homeless Liaison, District lesson plans and assessments using state mandates, Alternative Programs for students for special education/regular education students with least restrictive environments</p>

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			2. To provide an alternative (regular ed and Sp. Ed.) high school for the district	2. Provide remediation for students that failed the GEE or LEAP, Provide alternative (regular ed. and Sp. Ed.) high school for the district, Provide a lower pupil/teacher ratio
	5.2 The percentage of students who drop out of school	To decrease the percentage of students who drop out of school	To conduct informational meetings with stakeholders on academic/vocational options to prevent dropout	Offer Pre-GED skills option program and vocational programs. Students are placed at the Ouachita Parish Expulsion Center to continue their education in a more structured environment.
6. All children with disabilities will receive free and public education (FAPE) in the least restrictive environment (LRE) that promotes a high quality education and prepares them for employment and independent living.	6.1a The percentage of students with disabilities that receive services in regular classes when compared to the state average	To increase the percentage of SWD that receive services in regular classes from 46.10 to 48.99	To continue to address LRE issues with individual schools	Provide LRE data to schools comparing it to LEA and state percentages. Provide information to administrators, teachers, and parents in the area of maintaining SWD in regular class placement. Review random IEPs at targeted schools.
	6.1b The percentage of students with disabilities by race and ethnicity that receive services in regular classes	To increase the percentage of Black SWD that receive services in regular classes from 24.77 to 29.77	To review IEPs of Black SWD and note placement	Review random IEPs at targeted schools. Provide information to administrators, teachers, and parents in the area of maintaining Black SWD in regular classes.
	6.2a The percentage of students with disabilities who have been suspended in relation to the local regular education students who have been suspended	To decrease the percentage of SWD who have been suspended in relation to the local regular education students who have been suspended from 12.39 to 11.61	To continue to target schools with high incidence rates of suspensions and expulsions for SWD	Continue to track local data to assist with programming. Provide classes for SWD in grades 6-8 and 9-12 who have been expelled.

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	6.2b The percentage of students with disabilities who have been expelled in relation to the local regular education students who have been expelled	To decrease the percentage of SWD who have been expelled in relation to the local regular education students who have been expelled from .29 to .27	To provide staff development on behavior management positive behavioral techniques	Provide assistance as needed for targeted schools. Implement additional social skills programs.
7. All pre-school students with disabilities will receive early childhood education services that address transition, least restrictive environment, curriculum, parental involvement/satisfaction, and interagency collaboration.	7.1 The percentage of pre-school students with disabilities participating in settings with typically developing peers (Early Childhood Setting)	To increase the percentage of pre-school SWD participating in settings with typically developing peers (Early Childhood Setting) from 23.10 to 28.10	1. To increase the enrollment in Early Childhood Classes 2. To ensure that all students are accessing the pre-school curriculum	1. Inform parents, administrators, public agencies, and teachers of service delivery options. 2. Provide professional development for the pre-school curriculum. Provide professional development for the Early Childhood Environmental Rating Scale – Revised (ECERS-R). Purchase materials as needed to implement these activities.
	7.2 The percentage of pre-school students with disabilities transitioning from IDEA-C provided FAPE by the 3 rd birthday	To increase the percentage of pre-school SWD transitioning from Individuals with Disabilities Education Act (IDEA-C) provided Free and Public Education (FAPE) by the 3 rd birthday from 95 to 98	To maintain regular contact with Early Steps	Maintain contact monthly or more often as needed with Early Steps to ensure that paperwork is in place for evaluations so that they may be completed and an IEP in place by the child's 3 rd birthday.