School Improvement Plan

Submission Date: *September 20, 2011*

Einstein Charter School
Pre-Kindergarten through Grade 8
5100 Cannes St.
New Orleans, La. 70129
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School Profile
Check where applicable:

☒ Charter School

☐ Alternative School

☐ School in School Improvement

      ☐ Academically Unacceptable Schools – Year 1   ☐ School Improvement – Year 1

      ☐ Academically Unacceptable Schools – Year 2   ☐ School Improvement – Year 2

      ☐ Academically Unacceptable Schools – Year 3   ☐ Corrective Action – Year 1

      ☐ Academically Unacceptable Schools – Year 4   ☐ Corrective Action – Year 2

                                                                                             ☐ Restructuring

☒ Title I School

      ☒ Schoolwide   ☐ Targeted Assistance

☐ Member of Southern Association of Colleges and Schools

☐ Teacher Advancement Program (TAP)

☐ Distinguished Educator

☐ Literacy and Numeracy

☐ Grant Application

      Name of Grant: <u>Enter Name of the Grant</u>

      Contact Person: <u>Enter Contact Person's Name</u>

      Phone: <u>Enter Contact's Phone Number</u>

      E-mail: <u>Enter Contact's Email Address</u>

SCHOOL IMPROVEMENT PLAN CROSSWALK
Table of Contents for SIP
[Schoolwide Components NCLB Section 1114 (b)(1)(A-J)]
[School Improvement Plan NCLB Section 1116(b)(3)(A)(i-x)]

Each school operating a schoolwide program must include all ten components in their plan. All schoolwide schools in improvement status must include the ten requirements for schools in improvement.

Ten Components of a Schoolwide Program	"Tools" Pages	Ten Requirements of a School Improvement Plan	Your SIP Pages
1.A **comprehensive needs assessment** of the entire school based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.	**23 – 25**	1. An effective needs assessment	
2. **Schoolwide Reform Strategies**	**32 – 39**	2. A *strategy* for school improvement is a method for achieving the identified objectives. (e.g., using graphic organizers, visual imagery, and summarization). Scientifically Based Research (ESEA; Title IX, Part A) is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.	
3. **Instruction by Highly Qualified Teachers**	**Rubric, Page 80**	3. Provide an assurance that the instruction will be provided by highly qualified teachers. In addition, job-embedded professional development will be directed to address the needs of teachers and other staff members in the school to ensure academic achievement problems are identified for improvement.	

4. High quality and ongoing professional development for – ➢ Teachers ➢ Principals ➢ Paraprofessionals	**45 – 49**	4.Effective Professional Development incorporates the following: • Focuses on the knowledge, skills, and attitudes required of teachers, administrators, and other school employees so all students can learn and perform at high levels • Creates a learning community in which substantive professional development is linked primarily to content knowledge and instructional strategies • Provides opportunities for job-embedded professional development • Provides plans for follow-up and support to ensure teacher/student learning • Focuses on student needs • Prepares educators to demonstrate high expectations for all student learning	
5. Strategies to attract high-quality highly qualified teachers to high-need schools	**Attached to School Improvement Plans**	5. Provide a *District plan* or policy Teacher Quality Strategies (plan for attracting high quality teachers) Identify revision date on School Policy chart, page 15 of SIP.	
6. Strategies to increase parent involvement *(Such as family literacy services)*	**50 – 55**	6. Effective family involvement: •	
7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs. *(Such as Head Start, Even Start, Early Reading First, or a State-run preschool program)*	http://www.ed.gov/policy/elsec/guid/preschoolguidance.pdf	7. Serving Preschool Children Under Title I Non-Regulatory Guidance: Section B-11. • Professional development • Teacher classroom visits • Children portfolios	

8. **Measures to include teachers in the decisions regarding the use of academic assessments** in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	**Curriculum Section, pages 56 – 69** **Rubric, pages 78 – 81**	8. What processes are in place for administrator(s) to identify teachers' professional development needs related to content, instructional strategies, and classroom assessment? The SIP must present the actual people who will see the activities have taken place, not only the trainer, model provider, or a group of people, but those who will be responsible for setting them up and ensuring they are completed.	
9. **Activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards are provided effective, timely additional assistance which** shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.	**56 – 69**	9. **The Administration monitors the Taught Curriculum** **Teacher teams, with the SIT and School Support Team improves the Taught Curriculum**	
10. **Coordination and integration of Federal, State, and local services and programs**	**70 – 72**	10. Effective coordination of resources	

Louisiana Critical Goals

Critical Goal (CG)	Your SIP Page Number
CG1. Students enter Kindergarten ready to learn. Measure: Percentage of Kindergarteners Meeting Benchmark on DIBELS Screening	22,24
CG2. Students are literate by the third grade. Measure: Percentage of Third Graders Earning Basic and Above on *i*LEAP English Language Arts Assessment	21
CG3. Students will enter fourth grade on time. Measure: Percentage of Students Earning Consecutive Promotion from Kindergarten through Fourth Grade	21
CG4. Students perform at or above grade level in English Language Arts by eighth grade. Measure: Percentage of Eighth Graders at Basic and Above on LEAP English Language Arts Assessment	21
CG5. Students perform at or above grade level in math by eighth grade. Measure: Percentage of Eighth Graders at Basic and Above on LEAP Mathematics Assessment	26
CG6. Students will graduate on time. Measure: Cohort Graduation Rate (Percentage of Students Graduating in Four Years)	
CG7. Students will enroll in post – secondary education or graduate workforce – ready. Measure: Percentage of First Time Freshmen (High School Graduates Enrolling in Post – Secondary Institutions)	
CG8. Students will successfully complete at least one year of post – secondary education. Measure: The percentage of first time freshman achieving sophomore status within two years of entering post – secondary education	
CG9. Achieve all eight Critical Goals, regardless of race or class. Measure: Subgroup performance of each of the Goals will be assessed to monitor progress on this goal.	22,26

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

❏   For schools in School Improvement, submit the plan with the state's *Rubric for the Evaluation of School Improvement Plans Summary Report* on disk to the LEA Accountability and/or Federal Programs contact. The LEA must submit via the School Improvement eGrant system.

❏   Submit the District Assurance via the eGrant.

❏   Follow each eGrant page for appropriate number of characters.

❏   Insert page numbers in the Table of Contents for Word version of template to be kept on file at school and LEA.

❏   All plans must contain a Crosswalk that identifies page numbers of activities that align with NCLB components of School Improvement and School Wide Programs.

❏   For SIPs that have been revised, indicate material that has changed on the *Action Plan* sheets with strikethroughs (lines inserted through the changes). Place revisions in bold after the strikethroughs.

❏   For any completed activity, write the word *completed* in parenthesis following the strikethroughs.

❏   If any item/activity is incomplete, explain in a brief note in parenthesis why the activity was not completed.

❏   For grant applications, place in bold *Activities and Action Steps* for targeted funding should the grant be awarded. Include the title of the grant as well as the name, email address, and phone number of the contact person on the Cover Page of the *School Improvement Plan Template*.

❏   For original signatures, **USE BLUE INK**.

    ❏   Principal's Signature
    ❏   Superintendent's Signature

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

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

TABLE OF CONTENTS
<The page numbers for each component will change as information is added.>

DATA PORTFOLIO

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

o   Subgroup Component Report and Principal's Report Card for the last three years.

o   Summary of Findings of Survey Data and all source documents. (Teachers, Parents, Students, and Principal) May be completed online. If Parent sample size is inadequate, there must be Parent Focus Group(s).

o   Summary of Findings of Interview Data and all source documents. (Principal, Counselor, and Teachers) (**Not** Optional for Schools in School Improvement)

o   Summary of Findings of Focus Group Data and all source documents. (Teachers, Students, and Parents) (**Not** Optional for Schools in School Improvement)

o   Copy of the Data Triangulation Form

o   Comprehensive Needs Assessment: Final Report

o   DRA or DIBELS Reports

o   Data Analysis Template (Trend Data history, Discipline/Behavior history, etc.)

o   Data Notebook (for schools participating in *School Analysis Model-SAM 2000 or LANA online*)

o   Cognitive Summary Data (iLEAP, LEAP/GEE, ACT, PSAT, etc.)

o   Citation from monitoring of Federal Programs – if applicable (e.g., Special Education and corresponding Corrective Action Plans)

o   Scholastic Audit Next Steps, if applicable.

DISTRICT ASSURANCE

❏ For schools in School Improvement and in the SIG Tiers, I hereby certify that this plan was developed with the assistance of a District Assistance Team and State-level School Support Team in collaboration with the School Improvement Team.

❏ I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.

❏ I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

❏ I hereby certify that this plan has all of the following components:
  - A statement of the school's mission
  - Evidence of the use of a comprehensive needs assessment, which should include the following data analysis information:
    - Data Triangulation tables
    - Data Comprehensive Needs Assessment Summary Report
  - Goals and measurable objectives
  - Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
  - Professional Development components aligned with assessed needs and strategies to attract and keep high quality teachers
  - Plans for transitioning pre-school children to local elementary school programs
  - Family and community involvement activities aligned with assessed needs
  - Evaluation strategies that include methods to measure progress of implementation
  - Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
  - An action plan with timelines and specific activities for implementing the above criteria

❏ I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

_____   _____
Superintendent's signature   Principal's signature

_____   _____
District Assistance or School Support Team Leader   Chair, School Improvement Team

FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES
(Place a check or X in the status area for each program implemented at your school)

Program List: (including during- and after-school programs)	Currently Using	No. of Years	Proposed Program	Deleted Program
Career to Work	☐	#	☐	☐
Extended Day Program	☒	5	☐	☐
HIPPY	☒	4	☐	☐
INTECH	☐	#	☐	☐
INTECH 2 Science	☐	#	☐	☐
INTECH Social Studies	☐	#	☐	☐
La GEAR-UP	☐	#	☐	☐
LaSIP	☐	#	☐	☐
LEAD TECH	☐	#	☐	☐
Math/Science Partnership	☒	2	☐	☐
Pre-School Program (s)	☒	4	☐	☐
School-to-Work	☐	#	☐	☐
The Strategic Instruction Model (SIM)	☐	#	☐	☐
Other: Chevron Project Lead the Way	☐	1	☐	☐
Algebra I	☐	1	☐	☐

List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above):
- Title I, English As a Second Language, Special Education, Talented in Visual Arts, Talented in Theatre,Talented in Music, Gifted, Music, Spanish, social worker

List the Distance Learning (i.e., web-based, satellite) courses provided for your students:
- Achieve 3000 Kid Biz, Accelerated Reading, Accelerated Math, United Streaming/Discovery, STAR, EAGLE, Performance Series

SCHOOL POLICIES AND PARTNERSHIPS

Policy	Policy #/Bulletin #	Date revised	Copy on file at school?	
Crisis Management (emergency/evacuation plan)	§ 339/741	August 11, 2011	☒ Yes	☐ No
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	August 11, 2011	☒ Yes	☐ No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	August 11, 2011	☒ Yes	☐ No
Security Procedures (metal detectors, etc.)	§ 339/741	August 11, 2011	☒ Yes	☐ No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	August 11, 2011	☒ Yes	☐ No
Student Code of Conduct	§ 1115/741	August 11, 2011	☒ Yes	☐ No
Teacher Quality Strategies (plan for attracting high quality teachers)	§ 1114/Title I	August 11, 2011	☒ Yes	☐ No
Transition Plan for Pre-School Children	§ 1114/Title I	August 11, 2011	☒ Yes	☐ No

School Partnerships (Type the name of each partner in the space provided)	
University	**Dillard University, LSU, Northwestern University, Tulane University**
Technical Institute	**Enter Partner name**
Feeder School(s)	**Enter Partner name**
Community	**Community Legion, VIET, Head Start, Boys Scouts, Girl Scouts, Associated Catholic Charities, Headstart, Open World, Joe Brown Park, Village de'Lest Improvement Association**
Business/Industry	**Winn Dixie, Chevron, NASA, Lockheed Martin,Claudia Uniforms, Louisiana Guidance Centers**
Private Grants	**Learning in Life**
Other	**Sci Academy**

Data Triangulation – Strengths

Contributing Factors: Implementation of effective writing strategies in ELA	
Domain: 500 **Sub domain: 510 520**	
Instrument(200): iLEAP/LEAP Test Data 2. Faculty Needs Assessment 3. Classroom Observation	
Data Type: 1. Cognitive 2. Attitudinal 3. Behavioral	**Findings(500)** 1. iLEAP scores shows that 7th grade reached proficiency with an index score of 121.80. 2. 78% of staff believes that the school's professional development effort align with and support the school's academic goals. This in turn leads to high scores. 3. Leadership team observed that 89% of teachers are specifically incorporating activites that students will do to demonstrate mastery using higher order thinking activites.
Contributing Factors: Differentiated Instructional strategies in Social Studies	
Domain: 500 **Sub domain: 510 520**	
Instrument(200): iLEAP/LEAP Test Data 2. Faculty Needs Assessment 3. Classroom Observation	
Data Type: 1. Cognitive 2. Archival 3. Behavioral	**Findings(500)** 1. Students increased their social studeis index scores from previous year: 3rd - 20%, 4th - 10%, 6th - 10%, 7th - 13% and 8th - 11% 2. An increase of 1.4% in attendance, meaning students wants to come to school to learn and be proficient in core subjects 3. 64% of teachers are observed implementing differentiated instructions within their classroom. 86% of teachers are also asking open-ended/high level question, which in turn creates H.O.T.S.
Contributing Factors: Implementation of effective Math strategies	
Domain: 500 **Sub domain: 510 520**	
Instrument(200): iLEAP/LEAP Test Data 2. Classroom Observation 3. Faculty Needs Assessment	

Data Type:	Findings(500)
1. Cognitive	1. 4th and 8th grade students have increased their math index scores to 106.7 and 115.90 respectively.
2. Behavioral	2. Observations made by the Principal noted that teachers uses multiple assessment strategies including teacher-made, criterion-referenced and standardised tests.
3. Attitudinal	3. Most teachers feel that the school based its professional development on its core academic subjects which strengthens instructional delivery as well as student acheivement.

*Must list at least three findings to justify Contributing Factors

Refer to *Comprehensive Needs Assessment User's Guide* page *62 Table 52* Domain and Sub domain codes

Data Triangulation – <u>Weaknesses</u>

Contributing Factors: Ineffective reading strategies	
Domain: 500 Sub domain: 510 330	
Instrument(200): iLEAP/LEAP Test Data 2. Faculty Needs Assessment 3. Classroom Observation	
Data Type: 1. Cognitive 2. Attitudinal 3. Behavioral	Findings(500) 1. Reading National Percentile Rankings are between 38% - 56% in grades 3 through 7 2. 83% of Einstein's staff feels that parental involvement is needed to boost student's reading success 3. Leadership team observed that 29% of teachers did not provide students with tools and materials unique to the content area taught.
Contributing Factors:Decrease in LEP student's proficiency scores in Math.	
Domain: 500 Sub domain: 510 520	
Instrument(200): iLEAP/LEAP Test Data 2. Faculty Needs Assessment 3. Classroom Observation	
Data Type: 1. Cognitive 2. Attitudinal 3. Behavioral	Findings(500) 1. LEP students from the following grades have regressed in proficiency from last year in Math: 4th- 5%, 5th-15%, 7th-19% and 8th-24%. 2. Principal observed 25% of teachers were not incorporating differentiated instructions within their lessons. 32% of teachers are not using a variety of instuctional strategies within their lessons. 3. 92% of teachers believe parents are providing medium to non-existent effective at-home learning opportunites.
Contributing Factors: Teacher's use of effective techniques and strategies in response to individual needs in Science	
Domain: 500 Sub domain: 510 520	
Instrument(200): iLEAP/LEAP Test Data 2. Faculty Needs Assessment 3. Classroom Observation	
Data Type: 1. Cognitive 2. Attitudinal 3. Behavioral	Findings(500) 1. Science CRT index socres have fallen in most grade levels compared to that of last year. 4th decreased by 3%, 5th decreased by 2% and 8th decreased by 2% 2. Principal obeserved 25% of teachers not delivering rigour and relevance within their lesson. 3. 29% of teachers are not providing students with tools and materials unique to content area taught. 25% of teachers also rarely utilized differentiated assignments geared to individuals needs.

*Must list at least three findings to justify Contributing Factors
Refer to *Comprehensive Needs Assessment User's Guide* page *62 Table 52* Domain and Sub domain codes

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

For Title I Schools: ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SIP.
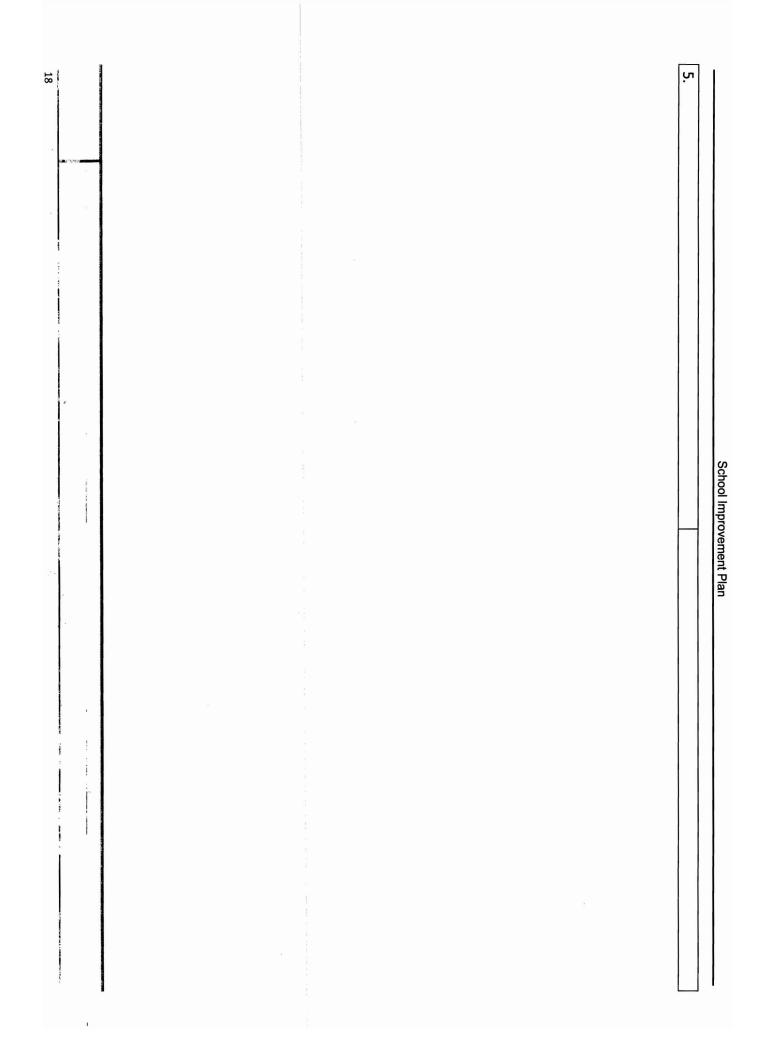
Part Ia: Rank-order the identified areas of strength (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources:

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. iLEAP scores shows that 7th grade reached proficiency with an index score of 121.80.	iLEAP scores, Trend data calculator
2. Students increased their social studeis index scores from previous year: 3rd - 20%, 4th - 10%, 6th - 10%, 7th - 13% and 8th - 11%	iLEAP/LEAP scores, Trend data calculator
3. 4th and 8th grade students have increased their math index scores to 106.7 and 115.90 respectively.	LEAP scores, Trend data calculator
4.	
5.	

Part IIa. List the contributing factors from the cognitive, attitudinal/perceptual, behavioral, and archival data of the previously identified strengths:

CONTRIBUTING FACTORS TO THE STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. Implementation of effective writing strategies in ELA	iLEAP scores, Trend data calculator, Faculty Needs assessment, Observations
2. Differentiated Instructional strategies in Social Studies	iLEAP/LEAP scores, Trend data calculator, Faculty Needs assessment, Observations
3. Implementation of effective Math strategies	LEAP scores, Trend data calculator, Faculty Needs assessment, Observations
4.	

School Improvement Plan

5. | |

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

Part Ib: Rank-order the identified areas of weakness (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources:

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. Reading National Percentile Rankings are between 38% - 56% in grades 3 through 7	iLEAP/LEAP scores, Trend data calculator, Faculty Needs assessment, Observations
2. LEP students from the following grades have regressed in proficiency from last year in Math: 4th- 5%, 5th-15%, 7th-19% and 8th-24%.	iLEAP/LEAP scores, Trend data calculator, Faculty Needs assessment, Observations
3. Science CRT index socres have fallen in most grade levels compared to that of last year. 4th decreased by 3%, 5th decreased by 2% and 8th decreased by 2%	iLEAP/LEAP scores, Trend data calculator, Faculty Needs assessment, Observations
4.	
5.	

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

CONTRIBUTING FACTORS TO THE WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. Ineffective reading strategies	iLEAP/LEAP scores, Trend data calculator, Faculty Needs assessment, Observations
2. Decrease in LEP student's proficiency scores in Math.	iLEAP/LEAP scores, Trend data calculator, Faculty Needs assessment, Observations
3. Teacher's use of effective techniques and strategies in response to individual needs in Science	iLEAP/LEAP scores, Trend data calculator, Faculty Needs assessment, Observations
4.	

5.	5.

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

Action Plan - Activities indicated should address all subgroups

GOAL 1	By 2013-2014, all students will reach high standards, attaining proficiency or better in English Language Arts.

Louisiana Critical Goal (CG): ☒CG1 ☒CG2 ☒CG3 ☒CG4 ☒CG5 ☐CG6 ☐CG7 ☐CG8 ☒CG9

Research-Based Strategy 1: ☒RTI ☐JEPD ☐DDD ☐MEL ☐CA ☐SIM ☐UDL

Provide an explanation for not selecting one of the three recommended strategies:

Indicator of Implementation (250 Characters): Up to 6	Procedures for Evaluating Indicators of Implementation (250 Characters): Up to 6
1.1 Teachers are aware of the research-based practices that are being implemented with fidelity schoolwide.	1.1 Principal and Assistant Principal monitor instruction weekly, use checklists to analyze lesson plans, and conduct walkthrough observations with accompanying checklists. Monitor and analyze student progress and individualized plans monthly to determine student achievement trends.
1.2 Leadership collects and analyzes student and teacher data throughout the school year to monitor the accomplishment of school-wide goals.	1.2 Principal will utilize checklists weekly to monitor lesson plans, walkthrough observations, ensure data is being utilized to drive instruction, provide feedback, review and analyze data reports monthly to make informed decisions.

OBJECTIVES(150 Characters): Up to 3		DESIRED OUTCOMES(150 Characters):
1.1	To increase ELA CRT Index scores for grade 6 from 104.5 to 112.3,grade 5 from 86.0 to 103.0, and grade 3 from 90.7 to 105.3,and for grade 7 from 121.8 to 128.8 by spring 2012	To increase ELA test scores and literacy across the curriculum for all students with passage rates for core subject tests and increased promotion rate.
1.2	To increase ELA CRT Index scores for grade 4 from 92.5 to 106.3 and grade 8 from 106.1 to 113.0 by spring of 2012	To increase ELA test scores and literacy across the curriculum, and the passage rates for cores subject tests.

1.3	To increase LEP stumdents ELA CRT Index scores from _____ to _____ by Spring 2012	To support at-risk students for success on state assessments, passage of cores subject areas, with increased promotion rate.				
	Activity **(1500 Characters)**	**Responsible Person** **(100 Characters)**	**Start Date**	**Completion Date**	**Estimated Cost**	**Funding Source**
	Parent liaison will host two Family Literacy/Numeracy sessions with the assistance of the teachers, in fall and spring, and two LEAP/iLEAP sessions to assist parents with home learning, access to various websites to strengthen testing skills and share hands on activities to assist students at home. Flyers, newsletters, the school website, Parent Connect, and technology purchased will be used notify parents of upcoming events and literacy/numeracy pointers.	Parent Liaison	8/10/2011	May 24, 2012	$10,362.05	T1 SI
	Job embedded professional development sessions will focus on teachers creating, identifying, and using performance based assessment aligned to high stakes tests and Comprehensive Curriculum to enhance literacy and numeracy strategies across the curriculum. Teachers will meet biweekly to work in small learning communities, implement advisor-advisee program, model strategies, discuss student work, and analyze data related issues affecting rigor and relevance. Parents will be invited to view work at Open House, individual conferences, Quarterly Report Card Conferences, and scheduled Parent/Teacher Conferences.	Principal, Assistant Principal, Administrative Mentor, School Leadership Team, ENFA 8 Leadership Team, Teachers, Paraprofessionals	August 11, 2011	May 23, 2012	21,513.56	T1 SI T2

Highly qualified teachers with assistance from highly qualified paraprofessionals will implement differentiated instruction with rigor and relevance and using varying strategies daily for at risk Tier 2 and Tier 3 students to increase achievement in English Language Arts. Teachers will use Achieve 3000, Accelerated Reading, STAR, English in a Flash, and a variety of technology strategies to impact student achievement. The Assistant Principal and Leadership team will consult with English Language Arts and Social Studies teachers weekly on the implementation of differentiated instructional strategies, student performance data, and will compile monthly progress monitoring reports and provide PD. Teachers will make needed parent contacts weekly.	CSSR Teachers, Regular Education Teachers, Special Education Teacher, Reading Intervention Teacher	August 15, 2011	May 22, 2012	147369.35 191,070.00	T1 SI
The Assistant Principal, the Technology Coach, the reading intervention teacher, and the leadership team will provide support and assistance to teachers on daily basis to increase literacy across the curriculum, model effective teaching strategies, review and analyze data, provide PD to impact student achievement. Principal and Assistant Principal will monthly progress monitoring and walk through observations, provide feedback, assist targeted teachers weekly to strengthen delivery of instruction, review and analyze data reports monthly for PD.	Reading Intervention Teacher, Assistant Principal, Technology Coach, School Leadership Team	August 15, 2011	May 24, 2012	66,275.00	T1 SI
Highly qualified teachers will implement RTI Tier I strategies daily, administer pre and post universal screenings in conjunction with the Technology Instructor, monitor progress monitoring, and assess student data and RTI strategies to impact classroom instruction. At Risk students needing Tier 2 and Tier 3 will be referred to additional academic reinforcement both during the school day and during extended hours. Teachers will use Achieve 3000, Accelerated Reading, STAR, and a variety of technology strategies to impact student achievement. Teams will work to share data reports bi-weekly during job embedded sessions to reinforce informed decision making that will impact student achievement across the curriculum.	All Highly Qualified Teachers, CSSR Teachers	August 15, 2011	May 22, 2012		T1 SI

Transition sessions and transition visiting days will be held for Pre-Kindergarten students. Einstein Charter School eighth graders will participate in introductory activities and visits to high schools. Einstein learning communities will participate in job embedded sessions focusing on transitioning students to and from grade levels at Einstein. Eighth graders discuss in advisor-advisee sessions. Early childhood parents/teachers invited to PTO and parent training sessions.	All Highly Qualified Teachers, CSSR Teachers, ninth grade teachers from receiving schools, Early Childhood teachers, Parent Liasion, Community Pre-Kindergarten and Early Childhood Schools	October 21, 2011; January 19, 2012; April 28, 2011	May 22, 2012		T1 SI

Summative Evaluation (250 Characters):

Implementation Issues (250 Characters)	Date Presented	Resolution(s) (250 Characters)	Date Resolved
	date		date
	date		date

FCI-Indicates Family Community Involvement Activities

C-Indicates Curriculum Activities

PD-Indicates Professional Development

STEM-Indicates Science, Technology, Engineering, and Mathematics Activities

CCR-Indicates College and Career Readiness Activities

L-Indicates Literacy Activities

D – Indicates Discipline Support Activities

Action Plan - Activities indicated should address all subgroups

GOAL 2	By 2012-2014, all students reach high standards, attaining proficiency or bertter in Mathematics.

Louisiana Critical Goal (CG): ☐CG1 ☐CG2 ☐CG3 ☐CG4 ☐CG5 ☒CG6 ☐CG7 ☐CG8 ☒CG9

Research-Based Strategy 1: ☒RTI ☐JEPD ☐DDD ☐MEL ☐CA ☐SIM ☐UDL

Provide an explanation for not selecting one of the three recommended strategies:

Indicator of Implementation (250 Characters): Up to 6	Procedures for Evaluating Indicators of Implementation (250 Characters): Up to 6
2.1 Teachers are aware of the research-based practices that are being implemented with fidelity school-wide.	2.1 Principal and Assistant Principal monitor instruction weekly, use checklists to analyze lesson plans, and conduct walkthrough observations with accompanying checklists. Monitor and analyze student progress and individualized plans monthly to determine student achievement trends.
2.2 Leadership collects and analyzes student and teacher data throughout the school year to monitor the accomplishment of school-wide goals.	2.2 Principal and Assistant Principal will utilize checklists weekly to monitor lesson plans, walkthrough observations, ensure data is being utilized to drive instruction, provide feedback, review and analyze data reports monthly to make informed decisions.

OBJECTIVES(150 Characters): Up to 3		DESIRED OUTCOMES(150 Characters):
2.1	To increase Mathematics CRT Index scores in grade 7 from 105.1 to 117.9, in grade 6 from 89.6 to 104.9, in grade 5 from 90.7 to 105.5,in grade 3 from 89.8 to 104,8 by Sprinig 2011.	To increase Mathematics test scores and numeracy across the curriculum for all student with passage rates for core subject tests and increased promotion rate.

2.2	To increase Mathematics CRT Index scores in grade 4 from 106.7 to 113.3and in grade 8 from 115.9 to 117.9 by Sprinig 2011.	To increase Mathematics test scores and numeracy across the curriculum, and the passage rates for core subject tests.
	To increase LEP students Mathematics CRT Index scores from _____ to _____ by Spring 2011	To support at-risk students for success on state assessments, passage of core subject areas, with increased promotion rate.

Activity (1500 Characters)	Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
The Assistant Principal, the Technology Coach, the ENFA 8 Leadership Team, and the School Leadership team will provide support and assistance to teachers daily to increase numeracy across the curriculum, model effective teaching strategies, review and analyze data, and provide PD's to increase student achievement. Monthly progress monitoring and walkthrough observations provide feedback, assist targeted teachers weekly, strengthen delivery of instruction, review and analyze data reports monthly for PD and STAR to improve classroom instruction.	Assistant Principal, Technology Coach, ENFA 8 Leadership Team, School Leadership Team, Administrative Mentor	August 11, 2011	May 24, 2012		T1 SI

Faculty and Staff will participate in school wide PD's and biweeekly job embedded sessions that focus on literacy and numeracy and rigor and relevance to strengthen instructional strategies and build capacity for school improvement goals, job embedded PD'S will focus on professional learning communities.	Assistant Principal, Technology Coach, ENFA 8 Leadership Team, School Leadership Team, Administrative Mentor, Highly Qualified Teachers, Paraprofessionals	August 11, 2011	May 24, 2012		T1 SI
Identified teachers will implement small group, differentiated instruction and intensive individualized instruction daily for at risk Tier 2 and 3 students to increase student achievement in mathematics. Level and Grade group J.E. weekly and quarterly pd will focus on weekly, monthly, and quarterly review of student progress and individualized plans to meet needs, assess academic achievement through progress monitoring, and referrals for tier change. Referrals and revisions will also be discuss with the SAT at monthly meetings.	All Highly Qualified Teachers, CSSR Teachers, Special Education Teachers	August 15, 2011	May 22, 2012	$150000.00	T1 SI

Students will engage in rigorous hands-on problem based and inquiry centered activities to enhance multi-disciplinary learning tasks and achievement on high stakes tests. Students will utilize computers to integrate technology, Accelerated Math, Everyday Math, Mountain Math, engineering class, Algebra 1, the Performance Series, STAR, and websites to reinforce student's creativity with instruction and learning. Math manipulatives will also be identified to provide hands-on learning experiences to impact student learning.	All Highly Qualified Teachers, CSSR Teachers, Special Education Teachers	August 15, 2011	May 22, 2012		T1 SI
Highly qualified teachers will implement RTI Tier I strategies daily, administer pre and post universal screenings in conjunction with the Technology Instructor, monitor progress monitoring, and assess student data and RTI strategies to impact classroom instruction. At Risk students needing Tier 2 and Tier 3 will be referred to additional academic reinforcement both during the school day and during extended hours. Teachers will use Accelerated Mathematics, STAR, and a variety of technology strategies to impact student learning and achievement. Teams will work to share data reports bi-weekly during job embedded sessions to reinforce informed decision making that will improve student achievement across the curriculum.	Highly qualified teachers, CSSR teachers	August 15, 2011	May 22, 2012		T1 SI

Summative Evaluation (250 Characters):

Implementation Issues (250 Characters)	Date Presented	Resolution(s) (250 Characters)	Date Resolved
	date		date

	date		date

FCI-Indicates Family Community Involvement Activities C-Indicates Curriculum Activities PD-Indicates Professional Development
STEM-Indicates Science, Technology, Engineering, and Mathematics Activities CCR-Indicates College and Career Readiness Activities L-Indicates Literacy Activities
D – Indicates Discipline Support Activities

EINSTEIN CHARTER SCHOOL MISSION

Einstein Charter School prepares all students for academic success through teamwork, involving all stakeholders.

VISION:

To successfully educate each child whom we are privileged to serve so that they achieve academic and personal success and a love of learning.

OUR GOALS:

We must:

Increase student achievement where Einstein has ZERO students designated as INTENSIVE, STRATEGIC, UNSATISFACTORY, OR APPROACHING BASIC while increasing the number of students receiving BENCHMARK, BASIC, ADVANCED, AND MASTERY by the end of the 2011-2012 school year. IT IS NOT ONLY A POSSIBILITY, but a necessity.

Continue to bridge the gap between subgroups while increasing the achievement levels of all subgroups.

Collaborate with team members often to increase student achievement.

HIGH QUALITY PROFESSTIONAL STAFF

Staff Preparation: All teachers and administrators are certified and have special types of skills, knowledge and experience. (See Administrator and Teacher Data)

Teachers are hired on the basis of their certification, areas of expertise, and special skills as needed for the school population.

Potential teachers are contacted through college fairs, professional organization interview times, and referral. All potential hires submit full portfolios including resumes. References and credentials are verified in the second phase of the interview process. All new hires are interviewed through a team approach.

New staff receive special orientation training on school philosophy and mission, expectations, (both professional and academic), and school procedures. Special assistance is provided prior to the opening of school and throughout the school year.

STAFF SPECIALISTS AND OTHER SUPPORT STAFF: All hold advanced degrees.

PROFESSIONAL DEVELOPMENT: Staff development is determined by information gleaned through evaluations, teacher generated needs lists, and walkthroughs. Constant checklist for both aspects are developed through resources from the state, professional development attended by the administrators, recommendations of professional organizations, and characteristics of Rigor, Relevance, RTI, and differentiated instruction. Teacher and paraprofessional groups meet twice yearly and address identified needs at these meetings as well. Individual, small group, grade and level meetings are held on a regular basis. Large staff development days are held at least three times yearly. Sessions are job embedded. Both teacher and administrative mentoring are components of professional development.

STAFF DEMOGRAPHICS: Ethnicity and gender breakdowns of staff and administrators are designed to reflect the same ethnic groups of the students.

PARAPROFESSIONAL STAFF: Since paraprofessionals are important to the academic achievement of our students, paraprofessionals are also Highly Qualified.