

The background of the page features a large, faint watermark of the Louisiana Department of Education seal. The seal is circular and contains the text "STATE OF LOUISIANA" at the top, "DEPARTMENT OF EDUCATION" at the bottom, and "CONFIDENCE" in the center. It also features a central figure of a person and two stars.

School Improvement Plan

Abita Springs Elementary School

St. Tammany Parish School System

**Abita Springs Elementary
Pre-K to 3rd Grades
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December 10, 2010

DATA COMPREHENSIVE NEEDS ASSESSMENT & DATA TRIANGULATION: SUMMARY REPORT

Data Triangulation – Strengths & Contributing Factors to Strengths

Part I: Strengths should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see “Tools for Success,” SIP Rubric, Pages 74-76.

STRENGTHS	RANK ORDER	DATA SOURCE (250 Characters)
ELA - read, comprehend, and respond	1	iLEAP scores, CRT Trend Data, DIBELS
Math - Data Analysis, Probability, and discrete math	2	iLEAP scores, AR reports, teacher records,
Science - life science	3	iLEAP scores, AM reports, teacher records
High level of teacher collaboration	4	iLEAP scores, teacher lesson plans, snapshots
ASE scores remain above the national average	5	grade level meeting agendas, teacher lesson plans, observations

List the contributing factors from the *archival, attitudinal/perceptual, behavioral, and cognitive data* of the previously identified strengths; see “Tools for Success,” SIP Rubric, Pages 74-76.

Contributing Factor 1		ASE Scores remain above the national average	
Domain/Subdomain (Choose One Only)		510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Whole School CRT Trend Data	iLEAP	Cognitive
2.	all teachers use Thinking Maps strategies	Snapshots	Cognitive
3.	all teachers differentiate instruction	snapshots	Behavioral
4.	90% of teachers use technology during instruction	survey	Behavioral

Contributing Factor 2	ELA - read, comprehend, and respond
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Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	ELA CRT Data	iLEAP	Cognitive
2.	all students in 1 st - 3 rd grades participate in Accelerated Reading	AR Reports	Behavioral
3.	all teachers use small group instruction for ELA	Snapshots	Behavioral
4.			Archival

Contributing Factor 3		Math - data analysis, probability, discrete math	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Math CRT Data	iLEAP	Cognitive
2.	95% of teachers use Everyday Math Counts	snapshots	Behavioral
3.	teachers indicate the curriculum is based on clearly defined standards	NSSE Survey	Attitudinal
4.	all 2 nd and 3 rd grade students participate in Accelerated Math	AM reports	Behavioral

*Must list **at least three findings** to justify Strengths

Refer to Louisiana Needs Analysis (LANA) page 56 Table 52 Domain and Sub domain codes

Data Triangulation – Contributing Factors to Weaknesses

Part II: Weaknesses should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see “Tools for Success,” SIP Rubric, Pages 74-76.

WEAKNESSES	RANK ORDER	DATA SOURCE (250 Characters)
Math - Geometry	1	iLEAP, Math Checkpoints, Accelerated Math Reports
ELA - Writing, usage, and expression	2	iLEAP, student witing samples, observations
Social Studies - history	3	iLEAP, AR Reports, teacher lesson plans
Attendance	4	CRT Index Score, attendance records, early checkout and tardy records
	1	

List the contributing factors from the *archival, attitudinal/perceptual, behavioral, and cognitive data* of the previously identified weaknesses; see “Tools for Success,” SIP Rubric, Pages 74-76.

Contributing Factor 1		Math - Geometry	
Domain/Subdomain (Choose One Only)		--- 520 CIA: Curriculum Content	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	CRT data	iLEAP	Cognitive
2.	more hands on methods need to be used when teaching geometry	snapshots	Behavioral
3.	50% of math teaching time is used in direct whole group instruction rather than small group	snapshots	Behavioral
4.			Archival

Contributing Factor 2		ELA - Writing, usage, and expression	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	

Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	CRT data	iLEAP	Cognitive
2.	50% of teachers do not implement a consistent writing program	snapshots	Behavioral
3.	students attitudes towards writing discourages high standards	student writing samples	Attitudinal
4.			Archival

Contributing Factor 3		Social Studies - history	
Domain/Subdomain (Choose One Only)		520 CIA: Curriculum Content ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Social Studies Whole School CRT Index has improved but does not meet the goal	iLEAP	Cognitive
2.	Reading levels are low and range from 2.5 to 3.5	AR Reading Reports	Cognitive
3.	Social Studies is not highly integrated into other areas of curriculum	snapshots, teacher lesson plans	Behavioral
4.			Archival

*Must list **at least three findings** to justify a weakness

Refer to Louisiana Needs Analysis (LANA) page 56 Table 52 Domain and Sub domain codes

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

ACTION PLAN

GOALS AND OBJECTIVES

GOAL 1		By 2013-2014, all students will reach high standards, attaining proficiency or better in reading/language arts.
Research-Based Strategy 1:		<input checked="" type="checkbox"/> RTI <input type="checkbox"/> JEPD <input type="checkbox"/> DDD <input type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL
Indicators of Implementation (250 Characters):		Procedures for Evaluating Indicators of Implementation (250 Characters):
1.1	Universal Screening and Regular Benchmark Assessment	DIBELS benchmarks will be administered in K-3 three times per year. Checkpoints in reading(2-3) and Checkpoints in Math(2-3) will be administered as directed by the school system (Starting, Fall, Winter, and End). Math Checkpoints will be administered to Grade 1 at the end of the year. STAR reading assessment will be administered to grades 1-3 at the start of the year. Highly qualified teachers in 1 st grade will administer the First grade checklist at the start of the school year and in May to determine student levels. Highly certified teacher in Kindergarten will administer the DIAL-3 at the start of the school year to gather data on developmental levels of students. The DIAL-3 will be administered to Kindergarten students in May as directed by the district. Highly Qualified Teachers will analyze data during monthly grade level meetings and WFSG. They will use the data to plan interventions and instruction. Findings will be reported to the Principal and TRT to determine tutoring needs. Substitutes will be provided for test administrators for DIBELS Benchmark testing.
1.2	Progress Monitoring	DIBELS Progress Monitoring will be done by classroom teachers every 3 weeks for students indentified by benchmarks as intensive. Teachers and TRT will analyze results following each progress monitoring to determine instructional interventions. Students in the SAT process will be progress monitored based on the recommendations of SAT. Teachers will progress monitor on a continual basis in the classroom using various methods to determine daily instruction.
1.3	Tiered Interventions	Tiered Interventions will be provided by tutors in K, 1 st , 2 nd , and 3 rd grades. Voyager, FastForward, Earobics, AR and AM, small group instruction will be used. Documentation will include tutor logs, student data reports, and student work samples. Tutors will discuss weekly with classroom teachers, Principal, and TRT to share progress and determine necessary changes.

OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase School ELA CRT Index Scores in 3 rd grade from 121.0 to 123.0 by 2012.	Improvement in the area of writing competently
1.2	To increase Students with Disabilities subgroup ELA percent proficiency from 81.3% to 84.9% by 2012.	Improvement in the area of writing competently
1.3	To increase white subgroup ELA percent proficiency from 91.5% to 93.1% by 2012.	Improvement in the area of writing competently
1.4	To maintain black subgroup ELA percent proficiency at 100%.	Maintain ELA proficiency
1.5	To increase economically disadvantaged subgroup ELA percent proficiency from 92.6% to 94.0% by 2012.	Improvement in the area of writing competently

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Each grade level will provide tiered intervention in small groups provided by tutors (certified teachers) during the school day. Programs used will include Voyager, Earobics, FastForWord, Accelerated Math, and Accelerated Reading. During the 2010-2011 school year, after school tutoring will be held for 3 rd graders using Destinations. Highly qualified classroom teachers will provide tiered interventions in the classroom using additional instructional resources and materials provided. Highly qualified teachers will attend training on tiered intervention and programs as necessary.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Thirty minutes of each day is set aside as SSR School-wide to enhance identified GLE skills. K-3 students will participate in Accelerated Reading. STAR assessment is given on the computer to all children grades 1-3. Grades 2 and 3 take the STAR assessment at the start of the year and 1st grade takes it in January. The STAR is readminister throughout the year as determined by the highly qualified teacher to measure growth and in May. Early Star Literacy is given in Kindergarten. Highly qualified teachers will set goals and evaluate progress each 9 weeks using a portfolio. Students who meet their 9 weeks goals will receive a reward. Support for the implementation of AR will be provided by a paraprofessional. Any additional instructional resources and materials will be provided.

ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)

The Guaranteed Curriculum will be implemented by highly qualified teachers in grades Pre-K to third grade focusing on identified GLEs. Highly qualified teachers will use laptops, literacy software, iPODS (including speakers, headphones, and splitters for grouping as well as iTUNES gift cards), Promethean Boards, Elmos, Flip Cameras and digital cameras to engage students in learning the GLEs. Teachers will attend professional development as necessary. Any additional instructional resources and materials will be provided.

ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)

Thirty minutes of each school day will be used by highly qualified teachers in each class as center time/learning centers/literacy stations. The focus will be on student engagement and differentiated instruction through hands-on activities. Computers/laptops, Promethean Boards, Elmos, Flip cameras, digital cameras, and iPODS will be used to support center/learning centers/literacy stations. Tutors will assist teachers by working with small groups using Voyager, FastForWord, Accelerated Reading/Math, and any other additional programs that will meet the needs of the students. Teachers will attend professional development as needed to implement this activity. Any additional instructional resources and materials will be provided.

ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)

A student broadcast system will be used to enhance school wide literacy, Character Education/PBS. Instructional resources and materials will be provided as needed to support the goals of the broadcast system.

ACTIVITY 6 (Activities indicated should address all subgroups; 500 Characters)

Teachers will meet as grade levels during school (WFSG), after school, and during the summer for collaboration, planning, staff development, and learning walks. Substitutes will be provided for teachers to meet during WFSG. The focus will be on writing, technology, differentiated instruction, DIBELS, WOW, Kagan, and behavior management. Any additional instructional resources and materials need for collaboration and staff development will be provided.

ACTIVITY 7 (Activities indicated should address all subgroups; 500 Characters)

ASE will maintain continuous communication with parents as well as opportunities for parents to be involved at the school. Parent involvement activities will be held throughout the year to encourage and support parental involvement. These include Back to School Meet and Greet, weekly class newsletters, monthly school newsletter, school and teacher Websites, Title I Compacts, iLEAP Compacts, Open House, National School Lunch Week, Grandparent Day, Dads' Day, Coffee with the Principal, Parent Training Meetings, Literacy Night, library and computer access for parent information, and PreK Parent workshops. Workshops will be held to work with parents on the academic needs of at-risk students.

ACTIVITY 8 (Activities indicated should address all subgroups; 500 Characters)

ASE will maintain a computer lab run by a highly qualified Title I teacher. Students will attend the computer lab on a weekly basis for instruction to support ELA GLEs taught in the classroom. Computer software will include Thinking Maps, Kidspiration, Inspiration, Kidpix, Scholastic Keys, Kids Works, FastForWord, Destinations, Accelerated Math/Reading, LA Pass, and other software determined to support student needs. Hardware will include Promethean Board with projector, ActiveVotes, iPods, flip cameras, digital cameras, electronic die cut machine, Poster Machine, Color Laser Printer, laptops, touch screen computers, and all other hardware necessary to run the software and hardware of the Lab. While classes are in the computer lab, teachers will participate in technology professional development provided by the highly qualified Title I teacher.

ACTIVITY 9 (Activities indicated should address all subgroups; 500 Characters)

DIBELS Benchmark Assessments will be given 3 times per year. Substitutes will be provided for testers during Benchmark tests. Progress Monitoring will occur every three weeks for those students identified in the benchmark data as intensive. Teachers will provide tiered interventions based on the results of Benchmark Assessments and Progress Monitoring. Substitutes will be provided for test administrators. Teachers will be trained as DIBELS testers as needed to meet the school's testing needs. If held during the school day, substitutes will be provided for teachers attending training.

ACTIVITY 10 (Activities indicated should address all subgroups; 500 Characters)

A summer faculty retreat will be held for collaboration, planning, and professional development.

ACTIVITY 11 (Activities indicated should address all subgroups; 500 Characters)

Principal, Assistant Principal, TRT, and Design Team will participate in district collaboration and articulation. They will attend monthly meetings held by the district.

ACTIVITY 12 (Activities indicated should address all subgroups; 500 Characters)

Grade Level Chairs will meet monthly with administration for collaboration, school wide planning, curriculum planning, professional development, and PBS.

ACTIVITY 13 (Activities indicated should address all subgroups; 500 Characters)

School wide PBS will be implemented at ASE. Highly qualified teachers will develop activities to provide direct instruction on expected student behaviors throughout the school year. Class meetings will be held to discuss and instruct on expectations and rules. Highly qualified teachers will attend professional development as needed in regards to PBS. A student incentive program will be implemented for recognition of positive behavior. Red Ribbon Week, guest speakers, and special programs will be held to encourage students in making good choices. Character education programs and Bullying Prevention programs will be utilized to support PBS. An extra counselor will be used to assist in the support of student needs.

ACTIVITY 14 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers, Principal, Assistant Principal, and TRT will attend both in and out of state professional development for technology, school improvement, Kagan, and WOW.

ACTIVITY 15 (Activities indicated should address all subgroups; 500 Characters)

Literacy Night will be held in classrooms by highly qualified teachers to present information to parents on activities that will increase their child's literacy skills. Literacy night will also give parents an opportunity to participate in literacy learning with their child. Instructional materials and supplies will be purchased as needed.

GOAL 2		By 2013-2014, all students will reach high standards, attaining proficiency or better in Math.
Research-Based Strategy 2:		<input checked="" type="checkbox"/> RTI <input type="checkbox"/> JEPD <input type="checkbox"/> DDD <input type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL
Indicators of Implementation (250 Characters):		Procedures for Evaluating Indicators of Implementation (250 Characters):
1.1	Universal Screening and Regular Benchmark Assessment	Checkpoints in Math(2-3) will be administered as directed by the school system (Starting, Fall, Winter, and End). Math Checkpoints will be administered to Grade 1 at the end of the year. STAR math assessment will be administered to grades 1-3 at the start of the year. Highly qualified teachers will analyze data during monthly grade level meetings and WFSG. Highly qualified teachers in 1 st grade will administer the First grade checklist at the start of the school year to determine student levels in math. This will be administered again in May. Highly certified teacher in Kindergarten will administer the DIAL-3 at the start of the school year to gather data on developmental levels of students. The DIAL-3 will be administered to Kindergarten students recommended for T1 in May. Highly qualified teachers will use the data to plan interventions and instruction. Findings will be reported to the Principal and TRT to determine tutoring needs.
1.2	Progress Monitoring	Students in grades 2-3 will complete daily Accelerated Math assignments based on the results of their STAR Math assessment. Highly qualified teachers will monitor student results to determine extra interventions for specific GLEs. Students in the SAT process will be progress monitored based on the recommendations of SAT. Teachers will progress monitor on a continual basis in the classroom using various methods to determine daily instruction.
1.3	Tierred Interventions	Tierred Interventions will be provided by a certified tutor in 2 nd and 3 rd grades based on the needs identified through Accelerated Math. K and 1 st grade teachers will provid tierred interventions during small group instruction and learning stations. A certified teacher will work with the teacher to assist in meeting the needs of tierred interventions in the classroom. Documentation will include tutor logs, student data reports, and student work samples. Tutors will discuss weekly with classroom teachers, Principal, and TRT to share progress and determine necessary changes.

OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase School Math CRT Index Scores in third grade from 121.0 to 123.0 by 2012.	Improvements in the area of geometry in grade 3.
1.2	To increase students with disabilities (subgroup) Math percent proficiency from 75.1% to 79.8% by 2012.	Improvements in the area of geometry in grade 3.
1.3	To increase white (subgroup) Math percent proficiency from 81.4% to 93.0% by 2012.	Improvements in the area of geometry in grade 3.
1.4	To increase black (subgroup) Math percent proficiency from 90.0% to 91.9% by 2012.	Improvements in the area of geometry in grade 3.
1.5	To increase economically disadvantaged (subgroup) Math percent proficiency from 89.1% to 91.2% by 2012.	Improvements in the area of geometry in grade 3.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Everyday Math Counts and Mad Minute Math will be used by highly qualified teachers in every classroom Pre-K to 3 rd . Everyday Math Counts Partner Games will be used to reinforce GLEs taught through Everyday Math Counts. Teachers will attend professional development on Everyday Math Counts as needed. Materials and supplies will be purchased as needed.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers in grades 2 and 3 will use Accelerated Math daily in order to provide acceleration and remediation through tiered interventions. A Para will support teachers in the implementation of Accelerated Math. A tutor will work with students daily to provide tiered interventions. Scanners will be used in each classroom to assist in providing individualized remediation or acceleration. The STAR Math assessment will be given at the start and end of the school year as well as during the year as deemed necessary by the highly qualified teacher as progress monitoring. Any additional instructional supplies and materials will be purchased as needed.

ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
Math Night will be held in classrooms by highly qualified teachers to present information to parents on activities what will increase their child's math skills. Math night will also give parents an opportunity to participate in mathematical learning with their child. Instructional materials and supplies will be purchased as needed.

ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)

The Guaranteed Curriculum will be implemented by highly qualified teachers in grades Pre-K to third grade focusing on identified GLEs. Highly qualified teachers will use laptops, literacy software, iPODS (including speakers, headphones, and splitters for grouping as well as iTUNES gift cards), Promethean Boards, Elmos, electronic die cut machine, Flip Cameras and digital cameras to engage students in learning the GLEs. Teachers will attend professional development as necessary. Any additional instructional resources and materials will be provided.

ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)

Thirty minutes of each school day will be used by highly qualified teachers in each class as center time/learning centers/literacy stations. The focus will be on student engagement and differentiated instruction through hands-on activities. Computers/laptops, Promethean Boards, Elmos, Flip cameras, digital cameras, and iPODS will be used to support center/learning centers/literacy stations. Tutors will assist teachers by working with small groups using Accelerated Math in grades 2 and 3. Any additional instructional resources and materials will be provided.

ACTIVITY 6 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will meet as grade levels during school (WFSG), after school, and during the summer for collaboration, planning, staff development, and learning walks. Substitutes will be provided for teachers to meet during WFSG. The focus will be on writing, technology, differentiated instruction, DIBELS, WOW, Kagan, and behavior management. Any additional instructional resources and materials need for collaboration and staff development will be provided.

ACTIVITY 7 (Activities indicated should address all subgroups; 500 Characters)

School wide PBS will be implemented at ASE. Highly qualified teachers will develop activities to provide direct instruction on expected student behaviors throughout the school year. Class meetings will be held to discuss and instruct on expectations and rules. Highly qualified teachers will attend professional development as needed in regards to PBS. A student incentive program will be implemented for recognition of positive behavior. Red Ribbon Week, guest speakers, and special programs will be held to encourage students in making good choices. Character education programs and Bullying Prevention programs will be utilized to support PBS. An extra counselor will be used to assist in the support of student needs.

ACTIVITY 8 (Activities indicated should address all subgroups; 500 Characters)

ASE will maintain a computer lab run by a highly qualified Title I teacher. Students will attend the computer lab on a weekly basis for instruction to support Math GLEs taught in the classroom. Computer software will include Thinking Maps, Kidspiration, Inspiration, Kidpix, Scholastic Keys, Kids Works, FastForWord, Destinations, Accelerated Math/Reading, LA Pass, and other software determined to support student needs. Hardware will include Promethean Board with projector, ActiveVotes, iPods, flip cameras, digital cameras, electronic die cut machine, Poster Machine, Color Laser Printer, laptops, touch screen computers, and all other hardware necessary to run the software and hardware of the Lab. While classes are in the computer lab, teachers will participate in technology professional development provided by the highly qualified Title I teacher.

ACTIVITY 9 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers, Principal, Assistant Principal, and TRT will attend both in and out of state professional development for technology, school improvement, Kagan, and WOW.