

School Improvement Plan Abita Springs Middle School St. Tammany Parish School System

**Abita Springs Middle School
Grades 4-6
72079 Maple Street
Abita Springs, LA 70420
Donna Forrest, Principal
985-892-2070
donna.forrest@stpsb.org**

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 Writing Competently	1	LEAP and iLEAP Spring 2010
Data Analysis, Probability and Discreet Math	2	LEAP and iLEAP Spring 2010
Physical Science	3	LEAP and iLEAP Data
Attendance	4	Attendance Assessment Index
Improvement in all subgroups in both ELA and Math (Whole School)	5	LEAP and iLEAP data, Spring 2010

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	Heavy emphasis on Kagan, HOTS and Write from the Beginning.		
Domain/Subdomain (Choose One Only)	--- 510 CIA: Instructional Strategies		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. Kagan Training through WFSG	WFSG Logs	Archival	
2. Write from the Beginning training through WFSG	WFSG Logs	Archival	
3. Evidence of HOTS during lessons	Informal Observations	Behavioral	
4.		Archival	

Contributing Factor 2		Whole Faculty Study Group/Collaboration Time	
Domain/Subdomain (Choose One Only)		--- 610 PD: Instructional Focus	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Collaborateively Planned Lessons	Lesson Plans	Archival
2.	Review of Student Work Samples	WFSG Logs	Archival
3.	Engaging Lessons	Informal Walkabouts	Attitudnal
4.			Archival

Contributing Factor 3		School-Wide Positive Behavior Support	
Domain/Subdomain (Choose One Only)		--- 550 CIA: Other	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Increased Attendance	Fewer 103's, Attendance Data	Archival
2.	Implementation of Peace Education	Parent and Student Training	Archival
3.	Anti-Bullying Program in Place	Counseling Schedule	Archival
4.	PBS Award for Attendance and Good Behavior	Discipline Data	Archival

*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)
Reading and Responding to Literation	1	LEAP and iLEAP Data
Measurement	2	LEAP and iLEAP Data
Science and the Environment	3	LEAP and iLEAP Data
	1	
	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	Instructional time not always maximized		
Domain/Subdomain (Choose One Only)	--- 740 Resources: Time		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. Instructional time not always maximized	Informal Observations	Archival	
2. Teacher Absences	Payroll Data	Archival	
3. Many interruptions during the day such as band, strings, violin, and choir	Observation	Archival	
4.		Archival	

Contributing Factor 2		Low Parental Involvement	
Domain/Subdomain (Choose One Only)		--- 810 System Issues: Economic, Demographic, Social	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Few parents attend Parental Involvement activities	Sign in sheets	Archival
2.	Few parent volunteers	Volunteer logs	Archival
3.	Economic/transportation issues	Observation	Behavioral
4.			Archival

Contributing Factor 3		Transient Population	
Domain/Subdomain (Choose One Only)		--- 810 System Issues: Economic, Demographic, Social	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Students register and drop to move on to other schools both in and out of parish.	Add/Drop Data	Archival
2.	Large student population in need of MHP services, too few hours.	SAT Information	Archival
3.			Archival
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 type="checkbox"/> RTI <input checked="" 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	Aligns collaborative work with school improvement goals.	Collaboration time through WFSG, where all teachers of ELA and Math attend and participate. Meetings are held monthly. Collaboration documented through logs, which is monitored regularly by administration. Written feedback is given and information is applied to school improvement planning.	
1.2	School staff participates in a variety of professional development designs aligned with expected improvement outcomes and professional learning that mirrors expected instructional methods.	Professional development is offered monthly through WFSG by Literacy Teacher. Teachers were surveyed and topics determined through needs assessment linked to SIP and will be monitored regularly by administration. Implementation of instructional practices will be monitored through formal and informal observation, and feedback will be given regularly by administration. Teachers examine student work via protocols during WFSG and plan according to the findings.	
1.3	New classroom practices are implemented as a result of follow-up support.	Administrators will conduct formal and informal observations as well as environmental surveys to check for implementation of instructional practices. Lesson plans are also checked weekly. With technology, feedback is immediate.	
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)	
1.1	To increase School ELA CRT Index Scores from 110.8 by 113.6 by 2012.	Through WFSG, protocols, and walkabouts, students' level of engagement is analyzed and common planning time is used to improve lessons, increase engagement and increase student performance.	
1.2	To increase SWD ELA percent proficiency from 53.2 to 62.1 by 2012.	Through WFSG, protocols, and walkabouts, students' level of engagement is analyzed and common planning time is used to improve lessons, increase engagement and increase student performance.	

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)

Accelerated Reader to improve Reading and Responding to Literature. Reading goals are derived as per STAR test and individual goals are set for all students. Rewards are given for students who meet quarterly goal. Any additional instructional resources and materials will be provided.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)

Thinking Maps and Graphic Organizers across the curriculum to improve Reading and Responding to Literature and demonstrate the ability to use higher order thinking strategies in context. Any additional instructional resources and materials will be provided.

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

Literacy Stations will be created by highly qualified teachers through WFSG with focus on Reading and Responding to Literature Any additional instructional resources and materials will be provided..

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

Use of "floating" tutors to go into classrooms and give additional help to students in need. Any additional instructional resources and materials will be provided.

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

Family Literacy Event to promote parental involvement by providing literacy-related activities for students and family members that relate to Reading and Responding to Literature. Any additional instructional resources and materials will be provided.

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

Teachers will continue to maintain teacher web pages and classroom newsletters to improve communication with parents regarding all academic areas. Any additional instructional resources and materials will be provided.

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

Use of My Reading Coach to assist any student who might benefit with emphasis on Reading and Responding to Literature. Any additional instructional resources and materials will be provided.

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

Continued use of Technology including Promethean Boards, Document Cameras, Flip cameras to deliver content-rich and engaging lessons with an emphasis on Reading and Responding to Literature. Any additional instructional resources and materials will be provided.

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

The school-wide Positive Behavior Support Program ensures each student has a learning environment conducive to high levels of achievement through discipline and classroom management. It is focused on student attendance, completion of all work and homework assignments, and compliance with all classroom, school, and parish rules and policies. Any additional resources and materials will be provided.

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

Weekly PBS lessons will be provided by the counselor for all teachers to use during PBS instructional time. Topics will come from student and teacher surveys. Any additional instructional resources and materials will be provided.

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

Peace Education, a student-to-student mediation program, will be implemented at home and at school. Any additional resources and materials will be provided.

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

Principals, Assistant Principals, and TRT articulation will be focused on reviewing student performance data, implementing the GLEs, preparing for the Guaranteed Curriculum, exchanging instructional "best practices," and developing teacher and grade-level-made performance assessments that focus on application of knowledge at higher levels.

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

Professional Staff Development opportunities will be available to assist teachers in developing content-rich lesson plans focused on content standards, differentiated instruction, and increasing higher order thinking skills with engagement. Whole Faculty Study Groups will focus on individual teacher and student needs as evidenced by test data, observation and protocols. Any additional instructional resources and materials will be provided.

GOAL 2		By 2013-2014, all students will reach high standards, attaining proficiency or better in Math.	
Research-Based Strategy 2:		<input type="checkbox"/> RTI <input checked="" 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	Aligns collaborative work with school improvement goals.	Collaboration time through WFSG, where all teachers of ELA and Math attend and participate. Meetings are held monthly. Collaboration documented through logs, which is monitored regularly by administration. Written feedback is given and information is applied to school improvement planning.	
1.2	School staff participates in a variety of professional development designs aligned with expected improvement outcomes and professional learning that mirrors expected instructional methods.	Professional development is offered monthly through WFSG by Literacy Teacher. Teachers were surveyed and topics determined through needs assessment linked to SIP and will be monitored regularly by administration. Implementation of instructional practices will be monitored through formal and informal observation, and feedback will be given regularly by administration. Teachers examine student work via protocols during WFSG and plan according to the findings.	
1.3	New classroom practices are implemented as a result of follow-up support.	Administrators will conduct formal and informal observations as well as environmental surveys to check for implementation of instructional practices. Lesson plans are also checked weekly. With technology, feedback is immediate.	
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)	
1.1	To increase School Math CRT Index Scores from 108.5 to 112.3 by 2012.	Through WFSG, protocols, and walkabouts, students' level of engagement is analyzed and common planning time is used to improve lessons, increase engagement and increase student performance.	
1.2	To increase SWD Math percent proficiency from 51.1 to 60.40 by 2012.	Through WFSG, protocols, and walkabouts, students' level of engagement is analyzed and common planning time is used to improve lessons, increase engagement and increase student performance.	

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)

Students will be presented with meaningful mathematical activities, using strategies and programs that include Math Solutions, Math Investigations, Connected Math, Everyday Counts/Calendar Math, and Mountain Math with an emphasis on measurement. Any additional instructional resources and materials will be provided.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)

Cross-curricular activities applying higher-order thinking to promote reasoning skills, problem-solving, and number sense with a focus on measurement. Any additional instructional resources and materials will be provided.

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

Teachers will use student performance and observation data to develop lesson plans, review targeted benchmarks and GLEs, and deliver appropriate instruction as per the GC. Concentration will be on measurement. Any additional instructional resources and materials will be provided.

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

Use of "floating" tutors to go into classrooms and give additional help to students in need. Any additional instructional resources and materials will be provided.

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

Family Math Event to promote parental involvement by providing math-related activities for students and family members that focus on Measurement. Any additional instructional resources and materials will be provided.

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

Teachers will continue to maintain teacher web pages and classroom newsletters to improve communication with parents regarding all academic areas. Any additional instructional resources and materials will be provided.

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

Continued use of Technology including Promethean Boards, Document Cameras, Flip cameras to deliver content-rich and engaging lessons with an emphasis on Measurement. Any additional instructional resources and materials will be provided.

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

The school-wide Positive Behavior Support Program ensures each student has a learning environment conducive to high levels of achievement through discipline and classroom management. It is focused on student attendance, completion of all work and homework assignments, and compliance with all classroom, school, and parish rules and policies. Any additional resources and materials will be provided.

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

Weekly PBS lessons will be provided by the counselor for all teachers to use during PBS instructional time. Topics will come from student and teacher surveys. Any additional instructional resources and materials will be provided.

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

Peace Education, a student-to-student mediation program, will be implemented at home and at school. Any additional resources and materials will be provided.

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

Principals, Assistant Principals, and TRT articulation will be focused on reviewing student performance data, implementing the GLEs, preparing for the Guaranteed Curriculum, exchanging instructional "best practices," and developing teacher and grade-level-made performance assessments that focus on application of knowledge at higher levels.

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

Thinking Maps and Graphic Organizers across the curriculum to improve Measurement skills and demonstrate the ability to use higher order thinking strategies in context. Any additional instructional resources and materials will be provided.

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

Professional Staff Development opportunities will be available to assist teachers in developing content-rich lesson plans focused on content standards, differentiated instruction, and increasing higher order thinking skills with engagement. Whole Faculty Study Groups will focus on individual teacher and student needs as evidenced by test data, observation and protocols. Any additional instructional resources and materials will be provided.