

The seal of the Louisiana Department of Education is a large, light gray watermark in the background. It features a central eagle with spread wings, perched on a globe. The eagle is surrounded by a circular border containing the text "DEPARTMENT OF EDUCATION" at the bottom and "CONFIDENCE" at the top. Two stars are positioned on the left and right sides of the seal.

# **School Improvement Plan Bayou Lacombe Middle School St. Tammany Parish School System**

**Bayou Lacombe Middle School  
Grades 4-6  
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## 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)
Assessment & Attendance (both grew last 2 years)	1	Citrix, PBS data, SPS
All subgroups in math	2	CRT Index, checkpoints in math, Pre & Post Test LA. LEAP/i-LEAP Coach Assessment
White subgroup shows trend in growth in whole school & all grade levels.	3	CRT index, NRT index, SAT referrals
Discipline: decline in 6 <sup>th</sup> grade suspensions 2 consecutive years. One expulsion over a 9 year period.	4	STI, PBS, SPS
4 <sup>th</sup> Grade math substantial increase 2 consecutive years (81.5 to 100).	5	CRT, NRT, SAT referrals

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.

<b>Contributing Factor 1</b>	Curriculum embedded ongoing staff development		
<b>Domain/Subdomain</b> (Choose One Only)	--- 610 PD: Instructional Focus		
<b>Findings</b> (500 Characters)	<b>Instrument</b> (200 Characters)	<b>Data Type</b>	
<b>1.</b> 4 <sup>th</sup> grade level performance highest, 2010	SPS, Gr. Level Academic Index	Archival	
<b>2.</b> 5 <sup>th</sup> grade science increased 4 consecutive years:2007,2008,2009,2010	SPS, CRT	Archival	
<b>3.</b> Math- all subgroups increased from 76.8 to 79.1	SPS, % Prof. Subgroups	Archival	
<b>4.</b> Whole school: math highest strand of all, 2010	SPS, Content strands Analysis	Archival	

<b>Contributing Factor 2</b>		School behavior reports have decreased	
<b>Domain/Subdomain</b> (Choose One Only)		160 Climate: Other - Climate ---	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Suspension rate remains very low	STI	Archival
2.	Expulsion- one in 9 years	STI	Archival
3.	Attendance rate increased over the last 2 years, 2008-2009, 2009-2010	STI	Archival
4.	Behavior referrals remain under 20 percent, since reporting data-2001	STI	Archival

<b>Contributing Factor 3</b>		Use of a variety of technology and manipulatives .	
<b>Domain/Subdomain</b> (Choose One Only)		--- 710 Resources: Materials	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Learning walks	Observation checklist	Archival
2.	Technology Teacher of the Month Awards	Bulletin Board/Lesson Plans	Archival
3.	Use of Promethan Boards and Digital Cameras in all classrooms	Observation checklist/Lesson Plans	Behavioral
4.	Computer lab for research across subject areas	Lesson Plans/Reservation Calendar	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)
Black subgroup most subjects	2	NRT/CRT, Check points, STI grades
ELA all grade levels	1	NRT/CRT, check points, STI grades
Social studies most grade levels, 5 <sup>th</sup> & 6 <sup>th</sup> grade	4	NRT/CRT, check points, STI grades
Science most grade levels, 4 <sup>th</sup> & 6 <sup>th</sup> grade	5	NRT/CRT, check points, STI grades
4 <sup>th</sup> grade students decline when tested in 5 <sup>th</sup> grade, 2006 through 2010	3	NRT/CRT, check points, STI grades

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.

<b>Contributing Factor 1</b>	Economically disadvantage population.		
<b>Domain/Subdomain</b> (Choose One Only)	240 Culture: Cultural Competency ---		
<b>Findings</b> (500 Characters)	<b>Instrument</b> (200 Characters)	<b>Data Type</b>	
1. 83 percent free/reduced lunch population	Lunch forms/School Report Card	Archival	
2. Kids in Transition population increased (KIT)	Counselor Report to District	Archival	
3. Increase in counseling & MHP referrals	Referral Counts	Archival	
4. Increase in SAT referrals	Referral Logs	Archival	

<b>Contributing Factor 2</b>		Need for increase in differentiated instruction.	
<b>Domain/Subdomain</b> (Choose One Only)		--- 510 CIA: Instructional Strategies	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Learning walks	observation checklist	Archival
2.	Lesson Plans lack indication of differentiated instruction	review of lesson plans	Behavioral
3.	Need for more professional development in differentiated instruction	Professional Development Training Checklist	Archival
4.	Variety of Learning Styles not addressed	Learning Style Student Surveys	Archival

<b>Contributing Factor 3</b>		Overuse of direct instruction.	
<b>Domain/Subdomain</b> (Choose One Only)		--- 510 CIA: Instructional Strategies	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Lack of variety of instructional strategies.	Professional Development Training Checklist	Archival
2.	Learning Walks observations indicates overuse of direct instruction	Observation checklist	Archival
3.	Lesson Plans indicate only direct instruction	Review of Lesson Plans	Archival
4.	Need for more student engagement	engage-o-meter/observation	Behavioral

\*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

<b>GOAL 1</b>	<b>By 2013-2014, all students will reach high standards, attaining proficiency or better in reading/language arts.</b>	
<b>Research-Based Strategy 1:</b>		<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
<b>Indicators of Implementation (250 Characters):</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters):</b>
<b>1.1</b>	Aligns collaborative work with school improvement goals.	All teachers will attend weekly TAP cluster meetings (60-90 minutes). Documentation will be done through sign in sheets, cluster agendas, and cluster logs. Administrators and the LA. State Department of Education receives the logs & agendas. Master and mentor teachers provide support for the strategies taught in clusters.
<b>1.2</b>	School staff participates in a variety of professional development designs aligned with expected improvement outcomes and professional learning that mirrors expected instructional methods.	Phase 1 of TAP professional development focused on 12 researched based instructional indicators and provides instruction on how to implement all in a lesson. Phase 2 of TAP professional development uses data (SIP) to drive instructional focus. The strategies are targeted for improving teacher quality of instruction thus impacting student achievement. The professional development is driven by our SIP goals. The strategy to improve in that goal is field tested with our population, analyzed, and then delivered to teachers to use. Master and mentor teachers provide support for the strategies taught in clusters. Once used in the classroom, teachers bring back their data from the lesson and once again, analyze the results to make a decision on where to go next.
<b>1.3</b>	New classroom practices are implemented as a result of follow-up support.	Master and mentor teachers provide support for the strategies taught in clusters. Support can be given as a model lesson for the teacher, team teaching, or observation and feedback. This is done weekly after cluster occurs. Strategies used are analyzed by looking at student work and adjusted as needed in addition with the master/mentor support. Indicators are evident in lesson plans and support visits by administration and master and/or mentor support visits.

<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)
<b>1.1</b>	To increase School ELA CRT Index scores in 4 <sup>th</sup> -6 <sup>th</sup> grades from 85.6 to 97.0 by 2012.	To improve the area of read, analyze and respond to literature in all grades.
<b>1.2</b>	To increase black (subgroup) ELA percent proficiency from 59.2% to 67% by 2012.	To improve the area of read, analyze and respond to literature in all grades.

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
All SWD students will take SRA tests and attend My Reading Coach and receive extra instruction as indicated by the test results. Identified students will also be using the My Reading Coach program to help increase ELA skills.

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<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
All students will continue the use of Thinking Maps and Write From the Beginning to help organize information and apply across the curriculum.

<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)
SWD will be framed and follow a set curriculum including the Gauranteed Curriculum with emphasis using hands-on research based activities such as cooperative learning, thinking maps, and Everyday Math Counts (EDC).

<b>ACTIVITY 4</b> (Activities indicated should address all subgroups; 500 Characters)
Distribution of and instruction with Weekly Readers, class sets of novels, and AR books to enforce reading skill from content based literature.

<b>ACTIVITY 5</b> (Activities indicated should address all subgroups; 500 Characters)
Identified 4 <sup>th</sup> grade students will receive push-in tutoring for extra instruction as a LEAP intervention on a weekly basis using supplemental materials and/or computer software (such as education city) provided by the classroom teacher to support instruction with the current objective.

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

Title I para will provide intervention to target groups of 4<sup>th</sup> grade LEAP students.

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

All classroom teachers will continue use of thinking maps, write from the beginning, student writing center, go-charts, LEAP & i-LEAP Coach books, Mountain language, and cooperative grouping.

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

The activities committee will present AR rewards every month for students who earn their AR points. Perfect attendance certificates will be awarded each grading period and announced on broadcast. Students with no referrals will be eligible for a drawing for a new bicycle each grading period. Those who have no referral for the month will be able to attend PBS Fun Friday Club Day. Students with no referrals for the year will be eligible for a drawing for a technology item chosen by students.

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

The students, faculty, and staff will incorporate the "Fish Philosophy" to help instill a positive attitude and encourage students to want to come to school. Cardinal Cash will be given to students for showing a good attitude and can be used to purchase computer time, water breaks, snacks...etc.

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

Students who meet Honor Roll criteria for 3 grading periods will be eligible for a drawing for a laptop computer and for each honor roll period, student and family will be invited to an honor roll breakfast.

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

Students of the month are announced on broadcast and are given candy bars, certificates, pencils, buttons, and eat lunch with the principal.

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

Athletic coach from MJHS will talk to 6<sup>th</sup> grade boys about importance of citizenship, grades, and making good choices to be eligible to try out for athletics.

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

A variety of activities to provide and/or support hands on learning will be developed by the teachers in addition to the use of educational games and math and science manipulatives. The teachers will also create manipulatives to use in cooperative grouping.

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

BLMS will have a committee of teachers to participate in "Design Team-WOW" curriculum design. Teachers will also attend TAP cluster meetings to plan research based instruction.

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

Materials will be printed and/or purchased to support instruction across the curriculum.

**ACTIVITY 16** (Activities indicated should address all subgroups; 500 Characters)

Family Night Activities: LEAP Information Night; Literacy Night; Math/Technology Night; Open House

**ACTIVITY 17** (Activities indicated should address all subgroups; 500 Characters)

LEAP family activity sheets, monthly newsletters, and calendars are sent home. Parent volunteers will assist in library, classrooms, field trips, PBS activities, AR reward events, and dances.

**ACTIVITY 18** (Activities indicated should address all subgroups; 500 Characters)

School and teacher websites will be updated to promote parent communication.

**ACTIVITY 19** (Activities indicated should address all subgroups; 500 Characters)

The counselor will provide accessible materials to parents on topics such as parenting, drug awareness, bullying, self-esteem building, and behavior modification.

**ACTIVITY 20** (Activities indicated should address all subgroups; 500 Characters)

Teachers will ensure all software is linked to standards being addressed to meet the needs of students. Teachers and students will use technology in order to facilitate student learning and to implement the guaranteed curriculum (Education City, AR, STAR, Math Facts in a Flash, Digital Microscopes, Digital projectors, Audio Visual items, NEO2s, computers, Activslates, laptops, doc. cameras, flashdrives, TAP Portal web access...etc).

<b>GOAL 2</b>		<b>By 2013-2014, all students will reach high standards, attaining proficiency or better in math.</b>	
<b>Research-Based Strategy 2:</b>		<input type="checkbox"/> RTI <input type="checkbox"/> JEPD <input type="checkbox"/> DDD <input type="checkbox"/> MEL <input checked="" type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL	
<b>Indicators of Implementation (250 Characters):</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters):</b>	
<b>1.1</b>	Instructional strategies; designed learning activities are aligned with state standards and address essential understanding, knowledge, and skills.	GLE's are documented in lesson plans and addressed through the TAP instructional rubric. The assistant principal is responsible for monitoring lesson plans through a checklist. Weekly learning walks and TAP support visits ensure that instructional strategies are aligned to state standards. Feedback is given weekly to the teachers based on student work samples/data where instruction and intervention is adjusted.	
<b>1.2</b>	Accurate knowledge is presented through meaningful contexts and connected disciplines, and students are assigned projects and tasks that require the integration and application of learning in meaningful context and to reflect on what they have learned.	GLE's are documented in lesson plans and addressed through the TAP instructional rubric. The assistant principal is responsible for monitoring lesson plans through a checklist. Weekly learning walks and TAP support visits ensure that instructional strategies are aligned to state standards. Feedback is given weekly to the teachers based on student work samples/data where instruction and intervention is adjusted	
<b>1.3</b>	Use a variety of classroom-based assessment methods and tools before, during, and after units of study to monitor student progress. Assessments require students to use knowledge, comprehension, application and reasoning skills.	Student performance is assessed before, during, and after instruction through written and/or verbal feedback. The teachers use a variety of methods/activities to assess. The assistant principal checks lesson plans weekly and does learning walks/TAP support visits throughout the week. On-going assessment is discussed in weekly TAP cluster meetings and is used to choose researched-based strategies of instruction and adjust approach when needed.	
<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)	
<b>1.1</b>	To increase school math CRT Index scores in 4 <sup>th</sup> -6 <sup>th</sup> grades from 93.8 to 102.5 by 2012.	Improve in the area of measurement in all grade levels.	
<b>1.2</b>	To increase black (subgroup) math percent proficiency from 70.8% to 76.4% by 2012.	Improve in the area of measurement in all grade levels	

**ACTIVITIES** (no more than 20)

**ACTIVITY 1** (Activities indicated should address all subgroups; 500 Characters)  
Teachers will continue to use Write from the Beginning and Thinking Maps software to assist with problem solving and analyzing data.

**ACTIVITY 2** (Activities indicated should address all subgroups; 500 Characters)  
Teachers will use ACTIV Expressions along with the promethean board as one tool to enhance multisensory learning.

**ACTIVITY 3** (Activities indicated should address all subgroups; 500 Characters)  
All certified staff will complete WEB Literacy Course.

**ACTIVITY 4** (Activities indicated should address all subgroups; 500 Characters)  
Teachers will use materials such as ink cartridges, computers, laminating film and poster size paper etc... to provide hands on activities that promote the curriculum.

**ACTIVITY 5** (Activities indicated should address all subgroups; 500 Characters)  
Articulation group will examine data and communicate trends through the Administrative Retreat, Data Retreat, Monthly Principal meetings, Learning Communities, administrative meetings with Central Office Administration, on-line forum using the Learning Community Blackboard, and personal contact among schools.

**ACTIVITY 6** (Activities indicated should address all subgroups; 500 Characters)  
An action plan for community/parental involvement is developed each year and meets during the year.

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

PBS committee and Tier 2 team to provide rewards and/or interventions for enforcement of PBS plan. Community involvement also includes activities for Drug Abuse Awareness and Prevention week activities (Red Ribbon Week).

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

TAP Leadership Team will travel to TAP professional development trainings.

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

Third graders (from Chahta Ima-feeder school) take a field trip to BLMS to meet the staff and tour the school. Third graders are orientated to school dress code, rules, and procedures. Their tour guides are the older students.

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

Kagan consultant will be brought in to train teachers in the development of cooperative learning strategies for classroom instruction.

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

Teachers will begin their math lessons using Every Day Counts as reinforcement .

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

Students will use Math Facts in a Flash (computer program subscription) to increase their math fact recall skills.

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

All classroom teachers will continue to use LEAP & i-LEAP Coach books, cooperative grouping, and Mountain math.

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

Families will be invited to attend Math-Technology Night in the spring.

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

District Math Checkpoints are administered during the year to assist teachers in identifying math GLE's to target.