

The seal of the Louisiana Department of Education is a large, faint 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**

## **Bonne Ecole Elementary School**

### **St. Tammany Parish School System**

**Bonne Ecole Elementary School**

**Pre-K - 6th**

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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)
Math scores in all tested grade levels are higher than ELA scores.	1	LEAP, ILEAP, Administrative Snapshots
4 <sup>th</sup> grade scores were significantly higher in ELA and Math compared with other tested grade levels.	2	LEAP, ILEAP, Administrative Snapshots
Kindergarten scores showed significant growth from Fall 2008 to Fall 2010	3	DIBELS, retentions and attendance, PTA Parent Survey

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>		Math scores in all tested grade levels are higher than ELA scores.	
<b>Domain/Subdomain</b> (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	88% of 4 <sup>th</sup> graders scored Proficient on LEAP 2010 in Math. 84% of 4 <sup>th</sup> graders scored Proficient on LEAP 2010 in ELA.	LEAP	Cognitive
2.	81% of 3 <sup>rd</sup> graders scored Proficient on ILEAP 2010 in Math. 80% of 3 <sup>rd</sup> graders scored Proficient on ILEAP 2010 in ELA. 82% of 5 <sup>th</sup> graders scored Proficient on ILEAP 2010 in Math. 80% of 5 <sup>th</sup> graders scored Proficient on ILEAP 2010 in ELA. 85% of 6 <sup>th</sup> graders scored Proficient on ILEAP 2010 in Math. 82% of 6 <sup>th</sup> graders scored Proficient on ILEAP 2010 in ELA.	ILEAP	Cognitive
3.	Administrators consistently observe full Everyday Counts implementation in all classrooms.	Administrative Snapshots	Archival

<b>Contributing Factor 2</b>		4th grade scores were significantly higher in ELA and Math compared with other tested grade levels.	
<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.	4 <sup>th</sup> grade ELA index score for LEAP 2010 was 119.3. 4 <sup>th</sup> grade Math index score for LEAP 2010 was 125.0.	LEAP	Cognitive
2.	3 <sup>rd</sup> grade ELA index score for ILEAP 2010 was 114.8. 3 <sup>rd</sup> grade Math index score for ILEAP 2010 was 114.8. 5 <sup>th</sup> grade ELA index score for ILEAP 2010 was 110.3. 5 <sup>th</sup> grade Math index score for ILEAP 2010 was 116.8. 6 <sup>th</sup> grade ELA index score for ILEAP 2010 was 108.8. 6 <sup>th</sup> grade Math index score for ILEAP 2010 was 106.4.	ILEAP	Cognitive
3.	Student engagement in 4 <sup>th</sup> grade classrooms is significantly higher than in other grade levels due to advanced technology integration and differentiated instruction.	Administrative Snapshots	Archival

<b>Contributing Factor 3</b>		Kindergarten scores showed significant growth from Spring 2009 to Spring 2010	
<b>Domain/Subdomain</b> (Choose One Only)		--- 520 CIA: Curriculum Content	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	55% were below Benchmark in Fall 2008. 63% were below Benchmark in Fall 2009. 53% were below Benchmark in Fall 2010.	DIBELS	Cognitive
2.	The number of students attended decreased from the 08-09 school year to the 09-10 school year.	retentions	Archival
3.	Parents expressed support of the school efforts and its safe environment.	Title 1 Parent Survey	Attitudinal

\*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)
The percent proficient on LEAP/ILEAP of students with disabilities has decreased in ELA and Math since 2004.	1	LEAP, ILEAP, Attendance
6 <sup>th</sup> grade has significant weakness in Math and ELA	2	LEAP, ILEAP, Checkpoints
Reading demonstrates a weakness in 3rd - 5th grades .	3	ILEAP, LEAP, Administrative Observations

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	The percent proficient on LEAP/ILEAP of students with disabilities has decreased in ELA and Math since 2004.		
Domain/Subdomain (Choose One Only)	--- 530 CIA: Assessment Content Structure		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. In 3 <sup>rd</sup> grade students with disabilities went from 69% to 28.5% in ELA 66% and 77.0% to 50.0% in Math. In 5th grade students with disabilities went from 79% to 54.6% in ELA and 74% to 63.7% in Math.	ILEAP	Cognitive	
2. In 4th grade students with disabilities went from 75% to 53% in ELA and 72.0% to 66.7% in Math.	LEAP	Cognitive	
3. Attendance index decreased from 2005 to 2009 from 116.6 to 110.0.	Attendance	Archival	

<b>Contributing Factor 2</b>		6th grade has significant weakness in Math and ELA	
<b>Domain/Subdomain</b> (Choose One Only)		--- 530 CIA: Assessment Content Structure	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
<b>1.</b>	6th grade ELA index score for ILEAP 2010 was 108.8. 6th grade Math index score for ILEAP 2010 was 106.4. 3rd grade ELA index score for ILEAP 2010 was 114.8. 3rd grade Math index score for ILEAP 2010 was 114.8. 5th grade ELA index score for ILEAP 2010 was 110.3. 5th grade Math index score for ILEAP 2010 was 116.8.	ILEAP	Cognitive
<b>2.</b>	4th grade ELA index score for LEAP 2010 was 119.3. 4th grade Math index score for LEAP 2010 was 125.0.	LEAP	Cognitive
<b>3.</b>	Spring 2010, 6 <sup>th</sup> grade had 59.4% correct in Math. Spring 2010, 5th grade had 66.2% correct in Math. Spring 2010, 4th grade had 60.9% correct in Math.	Checkpoints	Cognitive

<b>Contributing Factor 3</b>		Students demonstrate weakness in Reading in 3 <sup>rd</sup> - 5 <sup>th</sup> grades .	
<b>Domain/Subdomain</b> (Choose One Only)		--- 530 CIA: Assessment Content Structure	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
<b>1.</b>	NRT Index Trend Data shows the lowest index scores in the area of Reading when compared to other subjects from 2008 to 2010.	ILEAP	Cognitive
<b>2.</b>	In 4 <sup>th</sup> grade Reading and Responding (strands 1 and 5) has the lowest score since 2004.	LEAP	Cognitive
<b>3.</b>	Administration observes very consistent use of strategies that positively affect fluency, but very few strategies that address reading comprehension are being implemented in the classrooms.	Administrative Observations	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

<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 type="checkbox"/> JEPD <input type="checkbox"/> DDD <input checked="" 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>	Students strategically learn and transfer knowledge to collaboratively solve problems.	Teachers will document in lesson plans how they are teaching for transfer. Principal and/or Assistant Principal will review all teacher lesson plans weekly. Administrators will conduct bimonthly snapshots and will share feedback with teachers through individual conferences, Whole Faculty Study Group Meetings, Cross grade meetings, and grade-level meetings. Teachers will use this information when planning future lessons. Teachers will use a variety of assessment methods such as rubrics, performance assessments, checklists, and engage-o-meters to determine student learning and engagement.	
<b>1.2</b>	Learning tasks often require integrated instruction that is interactive and builds on prior knowledge and incorporates problem-based learning.	Teachers will document in lesson plans how they are teaching for transfer. Principal and/or Assistant Principal will review all teacher lesson plans weekly. Administrators will conduct bimonthly snapshots and will share feedback with teachers through individual conferences, Whole Faculty Study Group Meetings, Cross grade meetings, and grade-level meetings. Teachers will use this information when planning future lessons. Teachers will use a variety of assessment methods such as rubrics, performance assessments, checklists, and engage-o-meters to determine student learning and engagement. The Wow and Wonders Protocol will be used in cross grade meetings to assist teachers in examining student work. Teachers will then utilize this information when planning future lessons.	
<b>1.3</b>	Assessment of Engaged Learning involves performance-based assessments that are reliable, equitable, and have a seamless connection to curriculum and instruction.	Performance based assessments will be included in weekly lesson plans. Teachers will use this assessment information to determine mastery of objectives and for future lessons. Teachers will examine student work on a daily basis to assess for understanding and lesson effectiveness. Teachers will use this information for grouping and planning.	

<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)
<b>1.1</b>	To increase School ELA CRT Index Score in grades 3-6 from 113.6 to 115.2 by 2012.	Improvement in the area of read, analyze, and respond to literature in grades 3-6.
<b>1.2</b>	To increase students with disabilities ELA percent proficient from 48.2 to 58.1 by 2012.	Improvement in area of read, analyze, and respond to literature in grades 3-6. for students with disabilities.

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
On a daily basis students will engage in classroom activities, group discussions, and the use of comprehension strategies, Reading Renaissance, Thinking Maps, and Write from the Beginning strategies to address and strengthen the targeted components of meaningful engaged learning.

<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
Teachers will plan and execute technology tools such as Promethean products (boards, Activinspire, Activlates, Activexpressions, Activotes, Activtablet, Activwands, Activarena), document cameras, iPods, iPads, webcams, headphones, Brainpop, Discovery Education, Glogster, Pbworks, listening centers, NewsMaker, audacity, Thinking Maps software ,and computers (desktops and laptops) that will be used for meaningful engaged learning in language arts instruction.

<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)
Individual student needs will be remediated through My Reading Coach for all grades. At-risk first and second grade students will receive intervention in small groups with a certified tutor in the Voyager Passport program. All K-3 students will participate in Earobics. At-risk K-3 students will participate in a DIBELS intervention tutoring program. Fast Forward will be used as needed for students in all grade levels.

<b>ACTIVITY 4</b> (Activities indicated should address all subgroups; 500 Characters)
Using student performance data, teachers will develop weekly lesson plans focused on targeted GLEs and Content Standards using the Guaranteed Curriculum, Thinking Map strategies, comprehension strategies, Reading Renaissance, and Write from the Beginning strategies to provide for engaging instruction.

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

Student comprehension will be enhanced through comprehension strategies, Thinking Maps, Reading Renaissance, and Working on the Work principles. Mosaic of Thought, Seven Keys to Comprehension, and Strategies that Work will be used as resources for strategies. The poster maker and needed supplies (ink, paper, toner) will be utilized to create visuals to enhance and reinforce comprehension.

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

Student learning will be evaluated through the use of Thinking Maps, Reading Renaissance, comprehension strategies, writing samples, Curriculum Based Assessments, DIBELS, District Checkpoints, Guaranteed Curriculum Performance Tasks, Silvaroli, STAR Reading, EAGLE, Louisiana PASS, and rubrics. These assessment results will also be discussed at monthly faculty meetings, Whole Faculty Study Group meetings, and cross-grade level meetings.

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

Student engagement in classroom activities will be maximized through differentiated performance tasks, small group discussion about texts, and a focus on Working on the Work principles. Books related to specific comprehension strategies will be used by teachers to reinforce the focus strategy and increase student engagement.

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

ELA literacy activities will be supported through curriculum activities, professional development, family involvement activities, technology, learning compact discs (Dr. Jean and Mr. Duey), school climate activities (Positive Behavior Support), collaboration, and safe\drug free school activities.

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

Teachers will utilize real-world resources and experiences to enhance student engagement and learning by incorporating student magazines and community resources. Such resources are Time for Kids, Weekly Reader, Super Science, Storyworks, Wetlands Express, Earth Balloon, Red Barn Farm, FROG Publication Games, Body Walk, Mr. Duey, Frank Levy, Big Branch, Bugmobile, and Johnette Downing .

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

The Positive Behavior Support program will be used to create and sustain an environment conducive to learning by utilizing star bucks (school currency), positive postcards, quarterly incentives/fun lunch, guidance videos, bimonthly school reward store, parent and community involvement, morning meeting, Red Ribbon Week, and Kagan strategies.

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

Teachers will gain knowledge and skills through professional development and collaboration such as Whole Faculty Study Groups, Cross-Grade Level Meetings, faculty meetings, faculty/staff summer retreat, Intech, Thinking Maps, Technology Mondays (ActivSlate, ActivInspire, Audacity, NewsMaker, Webcams, Google Power User, iPod, Class Chatter, Pbworks, Glogsters, Thinking Strategies, Flip Video/MovieMaker, Spelling City), district professional development, and summer institute.

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

Students will actively collaborate in the classroom using Kagan strategies, cooperative grouping, book clubs, literacy centers/workstations, FROG Publication learning games, cross-grade reading buddies, Class Chatter, and Pbworks.

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

Transitions will be monitored using various behavior management strategies such as Kagan strategies, assertive discipline, Responsive Classroom, Positive Behavior Support, and behavior intervention plans.

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

Parental and faculty involvement will be encouraged at extended learning activities such as SMART Night, Meet and Greet, Open House, and GPS (Guiding Parents and Students) by providing snacks, childcare, and various incentives for attending.

<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 checked="" 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>	Students strategically learn and transfer knowledge to collaboratively solve problems.	Teachers will document in lesson plans how they are teaching for transfer. Principal and/or Assistant Principal will review all teacher lesson plans weekly. Administrators will conduct bimonthly snapshots and will share feedback with teachers through individual conferences, Whole Faculty Study Group Meetings, Cross grade meetings, and grade-level meetings. Teachers will use this information when planning future lessons. Teachers will use a variety of assessment methods such as rubrics, performance assessments, checklists, and engage-o-meters to determine student learning and engagement.	
<b>1.2</b>	Learning tasks often require integrated instruction that is interactive and builds on prior knowledge and incorporates problem-based learning.	Teachers will document in lesson plans how they are teaching for transfer. Principal and/or Assistant Principal will review all teacher lesson plans weekly. Administrators will conduct bimonthly snapshots and will share feedback with teachers through individual conferences, Whole Faculty Study Group Meetings, Cross grade meetings, and grade-level meetings. Teachers will use this information when planning future lessons. Teachers will use a variety of assessment methods such as rubrics, performance assessments, checklists, and engage-o-meters to determine student learning and engagement. The Wow and Wonders Protocol will be used in cross grade meetings to assist teachers in examining student work. Teachers will then utilize this information when planning future lessons.	
<b>1.3</b>	Assessment of Engaged Learning involves performance-based assessments that are reliable, equitable, and have a seamless connection to curriculum and instruction.	Performance based assessments will be included in weekly lesson plans. Teachers will use this assessment information to determine mastery of objectives and for future lessons. Teachers will examine student work on a daily basis to assess for understanding and lesson effectiveness. Teachers will use this information for grouping and planning.	

<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)
<b>1.1</b>	To increase School Math CRT Index Score in grades 3-6 from 116.1 to 117.4 by 2012.	Improvement in the area of measurement in grades 3-6.
<b>1.2</b>	To increase students with disabilities Math percent proficiency from 63.1 to 70.1 by 2012.	Improvement in the area of measurement in grades 3-6 for students with disabilities.

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
Students will engage in the use of daily Everyday Counts lessons and weekly Math Logs along with problem solving activities designed to accommodate for different learning styles. Students will relate measurement and problem solving strategies to connect real life situations and apply them to life experiences.

<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
Teachers will use programs such as Investigations, Math Logs, Everyday Counts Calendar Math, Everyday Counts Partner Games, FROG Publications games, IXL Math, and Math Ascend to improve student learning and engagement.

<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)
Technology tools such as Promethean products (boards, Activinspire, Activslates, Activexpressions, Activotes, Activtablets, Activwands, Activarena), document cameras, iPods, iPads, webcameras, headphones, Brainpop, Discovery Education, Glogster, Pbworks, listening centers, NewsMaker, Audacity, Thinking Maps software, IXL math, and computers (desktops and laptops) will be used to improve student engagement.

<b>ACTIVITY 4</b> (Activities indicated should address all subgroups; 500 Characters)
Instruction will be differentiated to develop students' ability to understand numbers and problem solving using manipulatives, charts created using the poster maker, the Everyday Math Counts program, Math Logs, and other appropriate tools.

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

Student learning will be evaluated through the use of Thinking Maps, comprehension strategies, Curriculum Based Assessments, District Checkpoints, Guaranteed Curriculum Performance Tasks, Silvaroli, Everyday Counts Calendar Monthly Assessments, Star Math, EAGLE, Louisiana PASS, Math Logs, and rubrics. Assessment data will also be discussed at monthly faculty meetings, Whole Faculty Study Group meetings and cross-grade level meetings.

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

Math activities will be supported through curriculum activities, professional development, family involvement activities, technology, learning compact discs (Mr. Duey and Dr. Jean), school climate activities (Positive Behavior Support), collaboration, and safe/drug free school activities.

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

Student engagement in classroom activities will be maximized through differentiated performance tasks, small group discussion about story problems, and focus on Working on the Work principles. Teachers will utilize real-world resources and experiences to enhance student engagement and learning by incorporating student magazines such as Scholastic's DynaMath, Mr. Duey, Frog Publication games, Everyday Counts Calendar Partner Games, and Guaranteed Curriculum hands-on activities.

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

Positive Behavior Support will be used to create and sustain an environment conducive to learning by utilizing star buck (school currency), Positive Post Cards, quarterly incentives/fun lunch, guidance videos, bimonthly school reward store, parent and community involvement, morning meeting, Red Ribbon Week, and Kagan strategies.

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

Teachers will gain knowledge and skills through professional development and collaboration such as Whole Faculty Study Groups, Cross-Grade Level Meetings, faculty meetings, summer retreat, Intech, Thinking Maps, Technology Mondays (ActivSlate, ActivInspire, Flip Video/Movie Maker, Audacity, NewsMaker, iPod, Class Chatter, Pbworks, Glogsters, Thinking Strategies), district professional development, and summer institute.

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

Transitions will be monitored using various behavior management strategies such as Kagan strategies, assertive discipline, Responsive Classroom, Positive Behavior Support, and behavior intervention plans.

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

Parental and faculty involvement will be encouraged at extended learning activities such as SMART Night, Meet and Greet, Open House, GPS and (Guiding Parents and Students) by providing snacks, childcare, and various incentives for attending.