

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 "UNION OF JUSTICE" at the top. Two stars are positioned on the left and right sides of the seal.

School Improvement Plan Boyet Junior High School St. Tammany Parish School System

**Boyet Junior High
7th and 8th Grade
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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)
8 th grade performance in ELA, science and social studies subjects.	1	LEAP, Informal Observations, iLEAP, CRT index
Content Strand 1 in math - number and number relations has increased since 2003.	2	LEAP, CRT, Informal Observations, NRT
Subgroup "students with disabilities" strength in math and ELA.	3	iLEAP, LEAP, Informal 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	8 th grade scores increased in ELA, science and social studies.		
Domain/Subdomain (Choose One Only)	--- 520 CIA: Curriculum Content		
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Although scores decreased last year, there has been continuous growth since the 2006-2007 school year.	LEAP Data	Cognitive
2.	8 th grade index scores indicate highest performances in school.	iLEAP/LEAP Data	Cognitive
3.	Students are engaged in activities aligned to curriculum with teachers utilizing effective instructional strategies 85% of the time.	Informal Observations	Behavioral
4.	Faculty attended professional development to improve the professional growth.	Survey	Attitudinal

Contributing Factor 2		Content Strand 1 in math - number and number relations has increased since 2003.	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	7 th grade math scores have increased over the past two years.	NRT	Cognitive
2.	Students engaged in activities aligned with the curriculum with teachers utilizing effective intrustional strategies 90% of observations.	Informal Observations	Cognitive
3.	Math teachers requested professional development to improvetheir professional effectiveness.	Survey	Attitudnal
4.	Increase in technology rich programs used in classrooms.	Informal Observations	Behavioral

Contributing Factor 3		Subgroup "students with disabilities" strength in math and ELA.	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Trend data analysis indicates an increase in proformance in students with disabilities over the past two years.	SPS Data	Cognitive
2.	Regular ed teachers have extensive collaboration with the special ed deparment.	Informational Observations	Attitudnal
3.	Engagement amongst students has increased due to changes in LAA-2 program.	Informal Observations	Behavioral
4.	Peer tutoring program between general ed students and students with disabilities has increased student's performance.	Informal Observations	Attitudnal

*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)
7 th grade ELA scores indicate decrease in school performance.	1	CRT, NRT, Observations
Social Studies Scores indicate a subject area weakness.	2	Chart for SPS subject areas, observations, CRT
8th grade Hispanic students in ELA.	3	% Proficient Trend Data, Whole School Achievement Gap Chart

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	7th grade ELA scores indicate decrease in school performance.		
Domain/Subdomain (Choose One Only)	--- 520 CIA: Curriculum Content		
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Although ELA scores are the highest overall, scores dropped over the last two years.	CRT	Cognitive
2.	Based on teacher grade reports, participation from the students has decreased.	Teacher Grade Reports	Archival
3.	Reading scores in the NRT index trends are the lowest over all.	NRT	Cognitive
4.	ELA reading and responding was the lowest on CRT Report	CRT	Cognitive

Contributing Factor 2		Social Studies Socres indicate a subject area weakness.	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	7 th and 8 th grade social studies scores suffered a major decrease over the past year.	CRT	Cognitive
2.	SPS grade level index indicateds that 7 th grade social studies has a substantially lower index than all other subjects.	SPS	Cognitive
3.	Recommended to provide professional development in literacy strategies, differentiated instruction, and technology	Quality Assurance Review	Attitudnal
4.	ELA reading and responding was the lowest on CRT Report which has a major impact on understanding social studies concepts.	CRT	Cognitive

Contributing Factor 3		7 th and 8 th grade Hispanic students in ELA and Math.	
Domain/Subdomain (Choose One Only)		--- 520 CIA: Curriculum Content	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Percent Proficient subgroup for Hispanics in 8 th grade has shown a decrease over the past two years.	%Proficient Trend	Cognitive
2.	7 th grade hispanic subgroup had the lowest percent proficient in the previous school year.	% Proficient Trend	Cognitive
3.	8 th grade hispanic subgroup decreased in both ELA and Math scores over the past two years.	% Proficient Trend	Cognitive
4.	Lack of communication between the ESL teacher and general education teachers.	Informal 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

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 Assesment	Quarterly exams will be administered to all 7 th and 8 th grade students to assess benchmarks.	
1.2	Progress Monitoring	7th grade checkpoints will be used in both math and reading. These assesments will be given twice a year. All 7th grade students will be assessed.	
1.3	Tiered Interventions	Materials and programs that will be used with specified students include SRA, Project Read, My Reading Coach and Achieve 3000. These materials and programs are utilized weekly. Administration monitors usage through classroom observations and office referrals.	
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)	
1.1	To increase School ELA CRT Index Scores in 7 th grade from 107.2 to 109.3 by 2012.	Improvement in the area of read, and respond to literature in 7 th grade.	
1.2	To increase hispanic students ELA percent proficiency from 66.6% to 67.9% by 2012.	Improvement in the %proficient subgroup trend data analysis.	

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Knowledge Quest - February 17, 2011. All departments will be responsible for providing activities that integrate literacy across the curriculum. Target audience will be faculty, students and parents.
ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
ELA Curriculum Specialist will provide professional development on literacy strategies and writing constructed responses across the curriculum at least two times for each department.
ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
Teachers will analyze iLEAP test scores to identify the instructional levels and needs of the students in their classes at the beginning of the school year. This information will be utilized through the school year to address the needs of their students. Lessons will focus on targeting instructional levels and engaging the learners in higher level thinking activities.
ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
Students will participate in activities designed to promote higher order thinking through the use of graphic organizers and SSR, and will engage in subject-specific text to develop literal and inferential skills while making connections to real-life. Students will be encouraged to interpret text through role play and drama. Kagen activities will also be utilized to engage the learner. Achieve 3000 will be piloted in selected ELA classes.
ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)
LEAP Intervention Tutoring will be provided to those students that scored Unisatisfactory or Approaching Basic on the ELA portion of the 2009-2010 iLEAP Test.
ACTIVITY 6 (Activities indicated should address all subgroups; 500 Characters)
Technology Curriculum Specialist will provide technology support and conduct workshops that focus on how to effectively integrate technology.
ACTIVITY 7 (Activities indicated should address all subgroups; 500 Characters)
Red Ribbon Week will promote involvement of school community including businesses making donations, parents supporting children on theme days and groups throughout the school participating in the preparation and program.

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

Family involvement will be encouraged by promoting participation in PTA events including Science, and Social Studies Fairs, Art Shows and Displays, Restaurant Nights, Field Trips, and Community Coffee Boxtops for education.

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

Family involvement and support is encouraged through ongoing communication with the parents of students participating in the ELA and Math LEAP Intervention.

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

Promethean Boards, projectors, computers, flash drives, Active Slates, ActiVotes, Active Expressions, lap tops, mobile laptop carts, and digital cameras will be utilized throughout the school to engage learners in high-interest and higher-order thinking activities. Technology support will be provided throughout the school year by technology specialist and technology technician.

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

Technology Curriculum Specialist will provide technology training to the faculty throughout the school year and conduct "Tech Tune-Up" workshops that will focus on how to use software programs and effectively integrate technology.

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

The Positive Behavior Support Program is comprehensive program that is both student and teacher driven. This program provides the school community with tools to teach behavioral expectations essential for success in school. Activities and rewards are provided that recognize positive behaviors and redirects negative behaviors into positive behaviors.

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

Positive Behavior Reinforcement Sessions are conducted by administration each nine week period to consistently address rules and expectations. Motivational talks will also be included in these sessions to address the needs of the junior high students.

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

Anti-Bullying lessons will be provided by health teacher during the first semester of the school year.

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

The administrative staff will participate in the Annual Administrator's Retreat as a Learning Community.

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

Each month the principal will attend a monthly meeting with the Superintendent and other central office staff to discuss those aspects outlined in the "Expected Impact" area. Principals within the learning community will have time to collaborate on improvement efforts underway at their school and future initiatives of the community. Between scheduled meetings, principals will post and collaborate on topics associated with the Expected Impact using Blackboard.

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

Students will be taught bus safety lessons by bus drivers. The assistant principal will conduct bus evacuation drills in October.

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

Fire, Bad Weather and Intruder Drills will be conducted by administration for students, faculty, and staff in the first semester of the school year.

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

Child's Sexual Abuse Prevention Program will be conducted by counselor during the month of December for the student body. A harassment/Bullying Prevention Awareness Program will be conducted by the counselor during the second semester.

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

Safety Equipment, including security cameras, will be utilized and maintained. Additional cameras will be purchased.

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 type="checkbox"/> JEPD <input type="checkbox"/> DDD <input checked="" 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	Students strategically learn and transfer knowledge to collaboratively solve problems.	Administration will check lesson plans noting that 75% of activities integrate literacy strategies, integrated technology, and/or differentiated instruction.
1.2	Learning tasks often require integrated instruction that is interactive and builds on prior knowledge and incorporates problem-based learning.	Math teachers will review selected students' responses on pre-designed, instructional, level appropriate assignments each quarter in planning for future instruction.
1.3	Assessment of Engaged Learning involves performance-based assessments that are reliable, equitable, and have a seamless connection to curriculum and instruction.	Math teachers will review selected students' responses on pre-designed, instructional, level appropriate assignments each quarter in planning for future instruction.
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase School Math CRT Index Scores in 8 th grade from 103.2 to 105.3.	Improvement in the area of measurement.
1.2	To increase Students with Disabilities Math percent proficiency from 63.0 to 64.3.	Improvement in the area of basic skills such as multiplication and division.

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Starting Points, Check Points, and Final Points data will be used to identify strengths and weaknesses of students.