

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 "DEPARTMENT OF EDUCATION" around the perimeter, "CONFIDENCE" at the bottom, and "UNION OF JUSTICE" at the top. In the center of the seal is an eagle with its wings spread, perched on a globe.

School Improvement Plan

Glynn H. Brock Elementary School

St. Tammany Parish School System

**Glynn H. Brock Elementary
Prekindergarten-Fifth Grade
259 Brakefield Street
Slidell, Louisiana 70458
Rose Smith
985-643-5166
rose.smith@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)
Use of Technology	1	WFSG, Principal's Observations, Professional Development Logs
Collaboration	2	WFSG, Data Analysis, Grade and Cross-Grade Level Logs, CRT and NRT scores
Conventions of Language	3	WFSG, iLEAP, LEAP

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	Use of Technology		
Domain/Subdomain (Choose One Only)	210 Culture: Student Expectations 510 CIA: Instructional Strategies		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. Varied teaching strategies impact all areas of instruction, curriculum, assessment, and engagement	Teaching Strategies	Cognitive	
2. Teachers attending professional development bring back to the classroom strategies to enhance all areas of the curriculum	Professional Development Logs	Cognitive	
3. Teachers use the results of Ms. Smith's observations to improve classroom instruction	Principal's Observations	Archival	

Contributing Factor 2		Collaboration	
Domain/Subdomain (Choose One Only)		210 Culture: Student Expectations 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Scores enable teachers to identify strengths and weaknesses which in turn influence instructional and assessment practices	iLEAP scores	Archival
2.	Ms. Smith will share the results of the observations and the walk-about with teachers so they can use these results to enhance instruction	Principal's Observations and Walk-Abouts	Attitudinal
3.	Teachers share information gained from inservices/workshops they attend. The use of this information has resulted in an improvement in student work.	Professional Development	Cognitive
4.	Grade level, cross-grade level, WFSG meetings, and informal teacher interactions allow teachers to share ideas, strategies, method, etc. that can be incorporated into their teaching	Teaching Strategies	Cognitive

Contributing Factor 3		Conventions of Language	
Domain/Subdomain (Choose One Only)		210 Culture: Student Expectations 610 PD: Instructional Focus	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Scores enable teachers to identify strengths and weaknesses which in turn influence instructional and assessment practices	iLEAP scores	Archival
2.	Student grades enable teachers to identify strengths and weaknesses which in turn influences instruction, reteaching, and enrichment practices	Student grades	Archival
3.	Grade level, cross-grade level, and WFSG provide teachers with opportunities to share strategies and ideas that enhance classroom instruction	Teaching strategies	Cognitive

*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)
Comprehension	1	DIBELS, LEAP, iLEAP, STAR Reading
Constructed response/ Writing	2	LEAP, iLEAP, Write from the Beginning Rubrics, WFSG
Social Studies/Science	3	LEAP, iLEAP, Classroom and Unit Assessments

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	Comprehension		
Domain/Subdomain (Choose One Only)	210 Culture: Student Expectations 610 PD: Instructional Focus		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. DIBELS' scores indicate students show a weakness in retelling what they have read	DIBELS	Archival	
2. Students score lower than their grade level	STAR Reading	Archival	
3. Scores indicate that overall, students score low in comprehension	LEAP, iLEAP scores	Archival	
4. Higher order thinking skills are different in all subject areas	LEAP, iLEAP scores	Archival	

Contributing Factor 2		Construted reponse/writing	
Domain/Subdomain (Choose One Only)		210 Culture: Student Expectations 610 PD: Instructional Focus	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	CRT scores indicate that writing scores in grades 3and 4 were lower in iLEAP and LEAP	iLEAP and LEAP scores	Archival
2.	Writing samples enable teachers to determine students' weaknesses in the writing process which in turn influence teaching stratagies	Student writing samples	Archival
3.	Ms. Smith has observed that students in the lower grades need more practice writing short answers and creating sentences	Principal's Observations	Attitudnal

Contributing Factor 3		Social Studies/Science	
Domain/Subdomain (Choose One Only)		210 Culture: Student Expectations 610 PD: Instructional Focus	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	CRT scores indicate that, overall, students scored lower in social studies and science than in other subjects	CRT scores	Archival
2.	NRT scores from past years indicate that, overall, students have scored low in social studies and science	NRT scores	Archival
3.	Teachers determined that students' inability to generate data from graphic aids when problem solving hinders academic success	Student grades	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 type="checkbox"/> JEPD <input checked="" 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	The faculty analyzes a variety of student achievement/learning results to determine school improvement and professional development goals.	Highly qualified teachers will examine Checkpoint data, LEAP and iLEAP scores, STAR Reading, and DIBELS to help drive instruction, plan family involvement activities, and to plan for engaging lessons. Highly qualified teachers will meet twice monthly at WFSG. Information will be communicated with stakeholders through newsletters and parent workshops.	
1.2	The school engages parents and community members in making decisions about the focus of school-wide work.	Stakeholders will meet once a quarter to discuss and examine data to help plan school improvement activities. Once a year a survey will be used to collect information from parents and community members to help make decisions to drive student achievement. The school will communicate information through newsletters, meetings, and workshops.	
1.3	The school collects, analyzes, and disseminates student and teacher data throughout the school year to monitor the accomplishment of school-wide goals and to monitor improvement within the school year.	Highly qualified teachers will collect and analyze Checkpoint data, LEAP and iLEAP scores, STAR Reading, DIBELS, My Reading Coach, Voyager, and Earobics twice a month at WFSG. DIBELS, Checkpoints, My Reading Coach, Voyager, and Earobics will be used for progress monitoring of all students once a quarter. Students referred to SAT progress monitoring will be conducted weekly. Data from progress monitoring will be used to plan interventions and to plan instruction. Administrators will discuss at WFSG teachers' implementation of interventions and strategies.	
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)	
1.1	To increase School ELA CRT Index Scores from 91.1 to 100.7 by 2012.	The students will improve in the area of writing competently.	
1.2	To increase School ELA percent proficiency from 66.7 to 73.3 by 2012.	Through data-analysis we will focus on students need to move beyond the recall level and writing to the application of skills in writing at WFSG.	

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers in grades kindergarten - five will design activities using Thinking Maps and Write from the Beginning in order to improve literacy skills in all subject areas. This would include training teachers in the use of the above mentioned resources, making copies of any of the instructional materials needed to implement the resources, and the purchase of any additional materials needed to implement the resources.
ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Students in grade kindergarten through third will be administered DIBELS benchmark and progress monitoring tests to determine reading progress. At Risk students will receive 30-60 minutes of tiered interventions through the Earobics Program, Voyager, and Reading Coach tutoring. DIBELS trained teachers will conduct Benchmark Tests 3 times and Progress Monitoring 5 times throughout the year. Additional copies of materials for testing and instruction will be provided.
ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will provide students with real life experiences to enhance learning by attending field trips, participation in learning activities which promote achievement, and integrating technology as an instructional tool. Additional cost for implementing the resources needed to provide these activities such as admission costs, transportation, additional copies, materials, etc., will be provided.
ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
Third, fourth, and fifth grade students who are identified by classroom teachers through test scores, teacher recommendations, and other data sources will be given the opportunity to participate in the Extended Learning Opportunity program which offers after school tutoring. Tutoring will be provided by highly qualified teachers, and snacks, transportation, and additional materials will be provided.
ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)
As staff development needs are identified through surveys, necessary materials, refreshments, and trainings will be provided to teachers, administrators, paras, and other support personnel by administrators, Title I Literacy Coach, RHT, or other qualified personnel. All registration, food/lodging allowance, substitutes, and stipends will be paid for those attending the trainings if applicable. Some trainings may include DIBELS, Project Read, Technology Integration, Design Team Training, Literacy Strategies, Work stations, etc. Trainings will either be offered during WFSG sessions, after school, or through the district. Any additional copies, instructional resources and materials will be provided.

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

Activities such as Meet & Greet, Literacy, Math, and Technology Nights, Parent Breakfasts, weekly newsletters, monthly activity calendars, Home & School Connection, teacher web pages, and Partners in Education, etc. provide opportunities for parents and community members to interact with school personnel and students to learn about literacy skills being taught and how they can help improve student achievement in literacy. Teacher stipends, additional copies, instructional materials, instructional resources, and refreshments will be provided.

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

Highly qualified teachers will access the Guaranteed Curriculum which holds instructional resources including lesson plans, assessments, supporting documents, PowerPoint presentations, internet sites and links. This resource is accessed on a daily basis and impacts instruction. Lessons will include reading, analyzing, and responding to literature, vocabulary development, reading comprehension, and writing competently. Equipment, software, and other instructional resources will be purchased as needed to implement and support instruction using the Guaranteed Curriculum. Any additional instructional resources or materials will be provided.

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

Literacy Coach, RHT, and other highly qualified teachers will provide model lessons to other teachers demonstrating technology integration to enhance reading, analyzing, and responding to literature, vocabulary development, reading comprehension, as well as writing competency. Hardware and software for technology integration will be installed, maintained, and updated for all students and teachers by computer technicians. Any additional resources needed to implement the technology will be provided.

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

In an effort to improve student achievement by improving student behavior, highly qualified teachers will develop activities to provide direct instruction for expected student behaviors beginning the first day of school, reinforcement of positive behaviors daily along with re-teaching expected behaviors throughout the school year, and rules will be displayed in all classrooms. Additional instructional resources and materials will be provided.

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

Students in 4th grade who are deemed At Risk by teachers through test scores, teacher recommendations, and other sources will receive tiered interventions from a highly qualified teacher 30 to 60 additional minutes. They will also receive tiered interventions from a highly qualified teacher in their regular classes as well as special education classes if applicable. Students in 3rd and 5th grades who are deemed At Risk by teachers through test scores, teacher recommendations, and other data sources will receive tiered interventions through classroom instruction and after school tutoring for an additional 60 minutes for ELA. Additional copies, instructional resources, and instructional materials will be provided.

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

Collaboration for Brock, and Head Start will be provided at the end of the school year to assist students transitioning for the following school. Collaboration will also be provided for preschool and kindergarten teachers at Brock to assist students in the transition from one grade to another. Collaboration will also be provided for Brock and Abney's 5th grade teachers and St. Tammany Jr. High's 6th grade teachers during the last quarter in order to provide an opportunity for discussion to assist in transitioning the students for the following school year. Any additional instructional resources and materials will be provided.

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

Administrators will reinforce good character through the daily reading of Principal's Principles. Morning meetings with students participation will be conducted each day. Teachers will attend Discipline training, parish PBS conference, and state PBS training and will report back to all faculty members through school based professional development opportunities and faculty meetings.

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

Articulation groups will examine data and communicate trends in developing literacy through the Administrators Retreat, Data Retreat, Monthly Principals' meetings, monthly Assistant Principals' meetings, monthly Resource Helping Teachers' meetings, WOW Design Team meetings, grade-level and cross-grade level meetings. The findings will be shared with classroom teachers to enhance classroom instruction and teachers will discuss these findings during WFSG to develop engaging lessons. Any additional instructional resources and materials will be provided.

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

Highly qualified teachers will attend bi-monthly WFSG meetings to examine student data, strengths, weaknesses, and trends identified in the SIP, and other school data to design and implement effective instructional strategies, tiered interventions, and engaging lessons to increase student learning. The strategies will be evaluated and adjusted as the data indicates. Follow up support will be provided by the literacy coach as well as the other teachers to ensure effective implementation. Any additional instructional resources and materials will be provided.

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

Students in grades kindergarten through fifth will be provided with real life experiences to enhance learning and improve student achievement by attending Young Audiences' performances, musicals, and plays. Additional cost for implementing the resources needed to provide these activities such as admission costs, transportation, additional copies, materials, etc., 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 type="checkbox"/> JEPD <input checked="" 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	The faculty analyzes a variety of student achievement/learning results to determine school improvement and professional development goals.	Highly qualified teachers will examine Checkpoint data, LEAP and iLEAP scores, STAR Math, Ascend Math, and Symphony Math to help drive instruction, plan family involvement activities, and to plan for engaging lessons. Highly qualified teachers will meet twice monthly at WFSG. Information will be communicated with stakeholders through newsletters and parent workshops.	
1.2	The school engages parents and community members in making decisions about the focus of school-wide work.	Stakeholders will meet once a quarter to discuss and examine data to help plan school improvement activities. Once a year a survey will be used to collect information from parents and community members to help make decisions to drive student achievement. The school will communicate information through newsletters, meetings, and workshops.	
1.3	The school collects, analyzes, and disseminates student and teacher data throughout the school year to monitor the accomplishment of school-wide goals and to monitor improvement within the school year.	Highly qualified teachers will collect and analyze Checkpoint data, LEAP and iLEAP scores, STAR Math, Ascend Math, and Symphony Math twice a month at WFSG. Checkpoints, Ascend Math, and Symphony Math will be used for progress monitoring of all students once a quarter. Students referred to SAT progress monitoring will be conducted weekly. Data from progress monitoring will be used to plan interventions and to plan instruction. Administrators will discuss at WFSG teachers' implementation of interventions and strategies.	
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)	
1.1	To increase School Math CRT Index Scores in 93.4 to 102.3 by 2012.	Students in third and fifth grades will improve in the area of Number and Number Relations and fourth grade will improve in the area of Measurement.	
1.2	To increase fourth grade African American subgroup Math percent proficiency from 62.9 to 69.9 by 2012.	African American subgroup will improve in Number and Number Relations.	

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers in grades kindergarten - five will design activities using Every Day Counts Calendar Math, Investigations, Scott Foresman resources in order for students to improve math skills. This would include training teachers in the use of the above mentioned resources, making copies of any of the instructional materials needed to implement the resources, and the purchase of any additional materials needed to implement the resources.
ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Students will be administered Starting Points and Check Points progress monitoring tests to determine math progress. At Risk students will receive 30-60 minutes of tiered interventions through the classroom instruction. Check Points will be conducted 4 times throughout the year. Additional copies of materials for testing and instruction will be provided.
ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will provide students with real life experiences to enhance learning by attending field trips, participation in learning activities which promote achievement, and integrating technology as an instructional tool. Additional cost for implementing the resources needed to provide these activities such as admission costs, transportation, additional copies, materials, etc., will be provided.
ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
Third, fourth, and fifth grade students who are identified by classroom teachers through test scores, teacher recommendations, and other data sources will be given the opportunity to participate in the Extended Learning Opportunity program which offers after school tutoring. Tutoring will be provided by highly qualified teachers, and snacks, transportation, and additional materials will be provided.
ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)
As staff development needs are identified through surveys, necessary materials, refreshments, and trainings will be provided to teachers, administrators, paras, and other support personnel by administrators, Title I Literacy Coach, RHT, or other qualified personnel. All registration, food/lodging allowance, substitutes, and stipends will be paid for those attending the trainings if applicable. Some trainings may include Every Day Counts Calendar Math, Investigations, Technology Integration, Design Team Training, Literacy Strategies, Work Stations, etc. Trainings will either be offered during WFSG sessions, after school, or through the district. Any additional copies, instructional resources and materials will be provided.

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

Activities such as Meet & Greet, Literacy, Math, and Technology Nights, Parent Breakfasts, weekly newsletters, monthly activity calendars, Home & School Connection, teacher web pages, and Partners in Education, etc. provide opportunities for parents and community members to interact with school personnel and students to learn about math skills being taught and how they can help improve student achievement in math. Additional copies, instructional materials, instructional resources, and refreshments will be provided.

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

Highly qualified teachers will access the Guaranteed Curriculum which holds instructional resources including lesson plans, assessments, supporting documents, PowerPoint presentations, internet sites and links. This resource is accessed on a daily basis and impacts instruction. Lessons will include algebra, geometry, measurement, number and number relations. Equipment, software, and other instructional resources will be purchased as needed to implement and support instruction using the Guaranteed Curriculum. Any additional instructional resources or materials will be provided.

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

Literacy Coach, RHT, and other highly qualified teachers will provide model lessons demonstrating technology integration to enhance math skills in number and number sense, algebra, geometry, and measurement. Hardware and software for technology integration will be installed, maintained, and updated for all students and teachers by computer technicians. Any additional resources needed to implement the technology will be provided.

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

In an effort to improve student achievement by improving student behavior, highly qualified teachers will develop activities to provide direct instruction for expected student behaviors beginning the first day of school, reinforcement of positive behaviors daily along with re-teaching expected behaviors throughout the school year, and rules will be displayed in all classrooms. Additional instructional resources and materials will be provided.

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

Students in 4th grade who are deemed At Risk by teachers through test scores, teacher recommendations, and other sources will receive tiered interventions from a highly qualified teacher 30 to 60 additional minutes. They will also receive tiered interventions from a highly qualified teacher in their regular classes as well as special education classes if applicable. Students in 3rd and 5th grades who are deemed At Risk by teachers through test scores, teacher recommendations, and other data sources will receive tiered interventions through classroom instruction and after school tutoring for an additional 60 minutes for Math. Additional copies, instructional resources, and instructional materials will be provided.

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

Collaboration for Brock, and Head Start will be provided at the end of the school year to assist students transitioning for the following school. Collaboration will also be provided for preschool and kindergarten teachers at Brock to assist students in the transition from one grade to another. Collaboration will also be provided for Brock and Abney's 5th grade teachers and St. Tammany Jr. High's 6th grade teachers during the last quarter in order to provide an opportunity for discussion to assist in transitioning the students for the following school year. Any additional instructional resources and materials will be provided.

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Administrators will reinforce good character through the daily reading of Principal's Principles. Morning meetings with students participation will be conducted each day. Teachers will attend Discipline training, parish PBS conference, and state PBS training and will report back to all faculty members through school based professional development opportunities and faculty meetings.

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Articulation groups will examine data and communicate trends in developing literacy through the Administrators Retreat, Data Retreat, Monthly Principals' meetings, monthly Assistant Principals' meetings, monthly Resource Helping Teachers' meetings, WOW Design Team meetings, grade-level and cross-grade level meetings. The findings will be shared with classroom teachers to enhance classroom instruction and teachers will discuss these findings during WFSG to develop engaging lessons. Any additional instructional resources and materials will be provided.

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

Highly qualified teachers will attend bi-monthly WFSG meetings to examine student data, strengths, weaknesses, and trends identified in the SIP, and other school data to design and implement effective instructional strategies, tiered interventions, and engaging lessons to increase student learning. The strategies will be evaluated and adjusted as the data indicates. Follow up support will be provided by the literacy coach as well as the other teachers to ensure effective implementation. Any additional instructional resources and materials will be provided.

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

Two full time instructional aides will work with the highly qualified teachers to provide daily math instruction for all students. Symphony Math will be used for all kindergarten through second grade students. Ascend Math will be used for all third through fifth grade students. Instructional resources and other materials will be provided.