

The seal of the Louisiana Department of Education is a large, faint watermark in the background. It features a central eagle with wings spread, 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 Chahta-Ima Elementary School St. Tammany Parish School System**

**Chahta-Ima Elementary School  
Preschool - Third Grades  
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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 - Strand 1 - number and number relations	1	NRT/CRT data; benchmark assessments; focus groups; observations; classroom assessments
Math - Strand 2 - algebra	2	NRT/CRT data; benchmark assessments; classroom assessments
ELA - Standard 3 - using conventions of language	3	NRT/CRT data; classroom assessments; focus groups; 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	Math - Strand 1 - number and number relations		
Domain/Subdomain (Choose One Only)	--- 510 CIA: Instructional Strategies		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. Math Strand 1 has been a high score within the last 5 years.	iLEAP; content strand analysis	Cognitive	
2. School scores in number & number relations GLEs have been near or above district scores.	Checkpoints	Cognitive	
3. Highly qualified teachers collaborate to review student strengths and weaknesses and note a strength in number and number relations.	WFSG notes and observations	Attitudinal	
4. Students perform well in computation and number sense skills.	curriculum based assessments	Cognitive	

<b>Contributing Factor 2</b>		Math - Strand 2 - algebra	
<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.	Math Strand 2 has been a high score withing the last 5 years. Scores have been at or above district scores.	iLEAP; content strand analysis,	Cognitive
2.	School scores in algebra GLEs have been near or above district scores.	Checkpoints	Cognitive
3.	Students perform well in algebra skills.	curriculum based assessments	Cognitive

<b>Contributing Factor 3</b>		ELA Standard 3 - using conventions of language	
<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.	ELA Standard 3 has been a high score withing the last 6 years.	iLEAP; content strand analysis	Cognitive
2.	Students perform well in spelling.	curriculum based assessments	Cognitive
3.	Students perform well in capitalization & punctuation.	curriculum based assessments	Cognitive
4.	Highly qualified teachers collaborate to review student strengths and weaknesses and observe strengths in conventions of language.	WFSG notes and 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)
ELA - Standard 2 - Writing	1	NRT/CRT data; classroom assessments; focus groups; observations
ELA Standard 7 -applying reasoning and problem solving skills	2	NRT/CRT data; classroom assessments; focus groups; observations
Math - Constructed response in math	3	NRT/CRT data; classroom & benchmark assessments; focus groups; 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		ELA - Standard 2 - Writing	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	CRT data shows that third grade students' lowest scores were in writing competently with an average of 58% correct.	iLEAP; content strand analysis; school performance reports	Cognitive
2.	31% of 3 <sup>rd</sup> grade students scored unsatisfactory and approaching basic in ELA	iLEAP; content strand analysis; school performance reports	Cognitive
3.	African American students as a subgroup performed significantly below the whole school score in ELA proficiency on the iLEAP.	iLEAP; content strand analysis; school performance reports	Cognitive
4.	Highly qualified (HQ) teachers collaborate to review student strengths and weaknesses and observe weaknesses in writing.	curriculum based assesments; WFSG notes and observations	Attitudnal

<b>Contributing Factor 2</b>		ELA Standard 7 - applying reasoning and problem solving skills	
<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.	Applying knowledge to solve problems across all content areas is a weakness.	iLEAP; content strand analysis; school performance reports	Cognitive
2.	Scores in skills requiring problem solving and analyzing information are lower in all subject areas.	iLEAP; content strand analysis; school performance reports	Cognitive
3.	HQ teachers are collaborating to review student strengths and weaknesses and observe that students struggle to apply these skills across curriculum and into real-life.	curriculum based assesments; WFSG notes and observations	Attitudnal

<b>Contributing Factor 3</b>		Math - Constructed response in math	
<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.	Students scored 48% in the math constructed response section of iLEAP	iLEAP; content strand analysis; school performance reports	Cognitive
2.	Students' writing samples demonstrate weaknesses in constructing written responses to problems requiring the application of math skills.	curriculum based assessments	Cognitive
3.	HQ teachers are collaborate to review student strengths and weakness and observe that students are having difficulty applying math skills in a written/oral response form.	curriculum based assesments; Checkpoints; WFSG notes and observations	Attitudnal

\*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>		By 2013-2014, all students will reach high standards, attaining proficiency or better in reading/language arts.	
<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 our School Improvement goals.	Alignment efforts occur during monthly SIP /Title I Team, Core Committee, Faculty, grade level, Design Team, and Whole Faculty Study Group meetings. The administrators participate in all of these meetings in order to facilitate alignment. Meeting agendas, notes, and logs are posted on Blackboard and/or added to the WFSG binder to be used to design continued improvement efforts.	
<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.	Professional development activities include PBS, instructional practices, Kagan strategies, and technology which are offered to all faculty and staff as needed. PD will be provided by school, parish, state, and national conferences throughout the year. Implementation will be evidenced by lesson plans and observation with regular feedback provided by administrators. Student work will be examined monthly in WFSG.	
<b>1.3</b>	New classroom practices are implemented as a result of follow-up support.	New practices will be monitored by the administrators through lesson plans, observations, learning walks, and WFSG meetings. Feedback will be given to the teachers through Blackboard, email, conferences, WFSG, and grade level meetings. Feedback is given monthly or as needed.	
<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 3rd grade from 103.5 to 109.0 by 2012.	Improvement in the areas of writing & applying reasoning and problem solving skills.	
<b>1.2</b>	To increase the African American subgroup ELA percent proficiency from 70.9 to 76.4 by 2012.	Improvement in the areas of writing & applying reasoning and problem solving skills.	
<b>1.3</b>	To increase the percentage of K-3 students scoring Benchmark in DIBELS during the Spring from less than 55 percent to 65 percent or higher by 2012.	Improvement in the areas of phoneme segmentation fluency, nonsense word fluency, and oral reading fluency.	

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
Whole Faculty Study Groups (WFSGs) -Highly qualified (HQ) teachers use data (i.e. iLEAP, DIBELS, student work) to design instruction focused on improving the areas of phoneme segmentation fluency, word fluency, oral reading fluency, applying reasoning, problem solving skills, and writing skills. Engaging lessons will include differentiation, focusing on areas of need, Kagan strategies, technology, and positive behavior support strategies.
<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
Implementation of School Wide PBS plan - HQ teachers model and facilitate the development of reasoning and problem solving skills during our school wide Morning Meetings and Afternoon Broadcasts, class meetings, Play or Practice time, reflection opportunities, and Ripple Effect lessons. Students will engage in discussions and written response activities in order to practice and record reasoning and problem solving skills. Written activities will be shared with parents/caregivers.
<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)
School Improvement Planning- Stakeholders participate in collaborative conversations with a focus on school improvement in the areas of writing, applying reasoning, and problem solving skills. Core committees, consisting of stakeholders, focus their work on various SIP components.
<b>ACTIVITY 4</b> (Activities indicated should address all subgroups; 500 Characters)
Technology Integration - HQ teachers will differentiated design lessons to engage all students in the use of technology to explore literacy, as indicated by the Guaranteed Curriculum, in order to improve writing, the application of reasoning & problem solving skills, phoneme segmentation fluency, nonsense word fluency, and oral reading fluency as appropriate.
<b>ACTIVITY 5</b> (Activities indicated should address all subgroups; 500 Characters)
Individualized & Small Group Interventions- Provide students with classroom interventions, tutoring, and mentoring opportunities that are focused on individual areas of need based on student data. These interventions are provided to improve student's writing, application of reasoning & problem solving skills, phoneme segmentation fluency, nonsense word fluency, and oral reading fluency as appropriate as well as increased student instructional time.

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

Learning Walks - HQ teachers will participate in learning walks to receive and provide feedback in best practices for improving writing and applying reasoning & problem solving skills. The focus will be on areas of school improvement addressed during WFSG meetings such as differentiated instruction strategies, engaging activities, and the Guaranteed Curriculum.

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

School Wide Weekly Writing Homework - HQ teachers will give at least one homework assignment each week that requires a written response to a prompt ( i.e. creative writing prompts, Problem of the Week, book reports, personal connection tasks, letter writing). These differentiated homework assignments will be designed to improve students' writing skills at developmentally appropriate lessons.

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

Reading Incentive Program - (Community Supported Reading Challenge) - Community organizations sponsor grade level competitions to encourage students to read and respond to literature. This is designed to increase an enthusiasm for reading and is intended to improve students' writing skills.

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

Learning Labs - All students will participate in regularly scheduled learning labs in which students will respond to hands on experiences across all curriculum areas and improve improve writing and applying reasoning & problem solving skills.

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

Cross Grade Level Meetings - HQ teachers will participate in scheduled Cross Grade Level Meetings to collaborate in reviewing data, designing, and planning to assist in transitioning students to the next grade level.

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

Pen Pal Partnerships - Each class will pair with another class to write pen pal letters. Topics will relate to specific activities guided by the HQ teacher and will be differentiated and designed to improve student's writing skills.

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

Family Literacy Night - Parents and students are provided a variety of activities that encourage reading and responding to literature to improve writing, applying reasoning & problem solving skills, phoneme segmentation fluency, nonsense word fluency, and reading fluency.

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

Cultural Arts Activities - Activities will provide students experiences to expand their knowledge across all academic areas to improve skills in oral and written language, applying reasoning & problem solving skills, and appropriate behavior. Activities may include musical performances, field trips, guest speakers, plays, storytelling, and readers.

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

Partnership Opportunities - All stakeholders are provided opportunities to participate in designing and implementing school improvement efforts and in opportunities for continued learning. Stakeholders (parents, community members/businesses, faculty, staff, School System personnel, students, etc.) are encouraged to participate in Partnership Breakfasts, Parent Information Nights, Committee meetings, Morning Meetings, field trips, PTA, volunteer opportunities, Family Learning nights etal.

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

Professional Development Opportunities - All faculty and staff are supported and provided opportunities to participate in a variety of professional development activities based on group and individual areas of need (WFSG, school-based professional development (before and after school, Saturdays, Annual Faculty & Staff Retreat), parish trainings, state and national conferences, online training, and university coursework. Differentiated opportunities are based on SI goals and individual PGPs.

<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 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 our School Improvement Goals.	Alignment efforts occur during monthly SIP /Title I Team, Core Committee, Faculty, grade level, Design Team, and Whole Faculty Study Group meetings. The administrators participate in all of these meetings in order to facilitate alignment. Meeting agendas, notes, and logs are posted on Blackboard and/or added to the WFSG binder to be used to design continued improvement efforts.	
<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.	Professional development activities include PBS, instructional practices, Kagan strategies, and technology which are offered to all faculty and staff as needed. PD will be provided by school, parish, state, and national conferences throughout the year. Implementation will be evidenced by lesson plans and observation with regular feedback provided by administrators. Student work will be examined monthly in WFSG.	
<b>1.3</b>	New classroom practices are implemented as a result of follow-up support.	New practices will be monitored by the administrators through lesson plans, observations, learning walks, and WFSG meetings. Feedback will be given to the teachers through Blackboard, email, conferences, WFSG, and grade level meetings. Feedback is given monthly or as 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 3rd grade from 106.1 to 110.8 by 2012.	Improvement in the areas of applying reasoning and problem solving skills and formulating constructed responses.	
<b>1.2</b>	To increase the African American subgroup Math percent proficiency from 74.2 to 79.1 by 2012.	Improvement in the areas of applying reasoning and problem solving skills and formulating constructed responses.	

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
Whole Faculty Study Groups (WFSG) While reviewing data (i.e. student work, iLEAP, Checkpoints) K-3 HQ teachers will participate in monthly professional development meetings to collaborate and plan differentiated math activities and instructional techniques that implement positive behavior support and Kagan strategies.
<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
School Improvement Planning - All stakeholders will participate in collaborative conversations with a focus on school improvement in the areas of applying reasoning, problem solving skills, and formulating constructed responses.
<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)
Every Day Counts - In accordance with the Guaranteed Curriculum, HQ teachers will design differentiated lessons to include Every Day Counts math activities each day with a focus on improving reasoning and problem solving skills and constructed responses.
<b>ACTIVITY 4</b> (Activities indicated should address all subgroups; 500 Characters)
Read It! Draw It! Solve It! - HQ teachers will design lessons to include at least one Read It! Draw It! Solve It! activity per week, to support lessons based on the Guaranteed Curriculum and to improve students' abilities to formulate constructed responses.
<b>ACTIVITY 5</b> (Activities indicated should address all subgroups; 500 Characters)
Technology Integration - HQ teachers will design differentiated lessons to engage all students in the use of technology to explore math concepts at developmentally appropriate levels, in order to improve reasoning, problem solving skills, and formulating constructed responses.
<b>ACTIVITY 6</b> (Activities indicated should address all subgroups; 500 Characters)
Learning Labs - Instructional staff will design and implement activities so that all students will participate in regularly scheduled learning labs in which students will apply reasoning and problem solving skills through engaging and cooperative investigations.
<b>ACTIVITY 7</b> (Activities indicated should address all subgroups; 500 Characters)
Family Math Night - Instructional staff will plan and invite students and their families to a yearly family math night in which families will engage in real life learning activities to apply reasoning and problem solving skills to real life math situations, i.e. grocery store math, bathtub math.

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

Professional Development Opportunities - All faculty and staff are supported and provided opportunities to participate in a variety of professional development activities based on group and individual areas of need, i.e. WFSG, school-based workshops/in-services (before and after school, Saturdays, School Retreat), parish inservices, state and national conferences, etc.

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

Partnership Opportunities - All stakeholders are provided opportunities to participate in planning and implementing school improvement. Stakeholders (parents, community members/businesses, faculty, staff, School System personnel, students, etc.) are encouraged to participate in Partnership Breakfasts, Committee meetings, field trips, PTA, volunteer opportunities, etc.