

The background features a large, faint watermark of the Louisiana Department of Education seal. The seal is circular and contains the text "STATE OF LOUISIANA" at the top, "DEPARTMENT OF EDUCATION" at the bottom, and "CONFIDENCE" in the center. It also features a central figure of a person and two stars.

School Improvement Plan Covington High School St. Tammany Parish School System

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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)
STRENGTH #1: Significant improvement in 10 th and 11 th grade CRT index in math, ELA, and social studies	1	Principal's Report Card, GEE/ILEAP Data, SPS Indicators
STRENGTH #2: The achievement gaps for Black, Hispanic, and Economically Disadvantaged decreased	2	Principal's Report Card, GEE/ILEAP Data, SPS Indicators
STRENGTH #3: Significant decrease in the total suspension rate	3	Principal's Report Card, GEE/ILEAP Data, SPS Indicators

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	Significant improvement in 10th and 11th grade CRT index in math, ELA, and social studies.		
Domain/Subdomain (Choose One Only)	--- 530 CIA: Assessment Content Structure		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. 10 th grade CRT index in ELA improved 7.2 points	GEE Test Data	Cognitive	
2. 10 th grade CRT index in math improved 6.4 points	GEE Test Data	Cognitive	
3. 11 th grade CRT index in social studies improved 5.6 points	GEE Test Data	Cognitive	

Contributing Factor 2		The achievement gaps for Black, Hispanic, and Economically Disadvantaged decreased.	
Domain/Subdomain (Choose One Only)		--- 530 CIA: Assessment Content Structure	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	From 2007-08 to 2009-10, the achievement gap decreased from 37.6 to 24.2 for the Black subgroup	GEE/ILEAP Data	Cognitive
2.	From 2005-06 to 2009-10, the achievement gap decreased from 39.2 to 2.4	GEE/ILEAP Data	Cognitive
3.	From 2004-05 to 2009-10, the achievement gap decreased from 56.6 to 49.1	GEE/ILEAP Data	Cognitive

Contributing Factor 3		Significant decrease in the total suspension rate	
Domain/Subdomain (Choose One Only)		120 Climate: Discipline/Positive Behavior ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	From 2007-08 to 2009-10, the 9 th grade suspension rate decreased from 18% to 5.1%	STI Data	Behavioral
2.	From 2007-08 to 2009-10, the 10th grade suspension rate decreased from 16.5% to 6.9%	STI Data	Behavioral
3.	From 2007-08 to 2009-10, the 11th grade suspension rate decreased from 19.1% to 5.5%	STI Data	Behavioral
4.	From 2007-08 to 2009-10, the 12th grade suspension rate decreased from 15.8% to 3.8%	STI Data	Behavioral

*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)
WEAKNESS #1: No consistent growth trends in the Percent Proficient Subgroup Trend Data Analysis	1	Principal's Report Card, GEE/ILEAP Data, SPS Indicators
WEAKNESS #2: A significant achievement gap exists for Students with Disabilities	2	Principal's Report Card, GEE/ILEAP Data, SPS Indicators
WEAKNESS #3: CRT 11th grade science data indicates a small decline	3	Principal's Report Card, GEE/ILEAP Data, SPS Indicators

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	No consistent growth trends in the Percent Proficient Subgroup Trend Data Analysis.		
Domain/Subdomain (Choose One Only)	--- 530 CIA: Assessment Content Structure		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. From 2005-06 to 2009-10, ELA scores fluctuated between 70.6 and 66.7 and math scores fluctuated from 72.1 to 72.3.	GEE/ILEAP Data	Cognitive	
2. From 2005-06 to 2009-10, ELA scores for the white subgroup fluctuated between 74.8 to 71.7 math scores fluctuated between 77 to 76.9.	GEE/ILEAP Data	Cognitive	
3. From 2005-06 to 2009-10, ELA scores for the black subgroup fluctuated between 48.0 to 47.5 and math scores fluctuated from 49.4 to 50.	GEE/ILEAP Data	Cognitive	

Contributing Factor 2		A significant achievement gap exists for Students with Disabilities.	
Domain/Subdomain (Choose One Only)		--- 530 CIA: Assessment Content Structure	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	2006-07 the achievement gap for Students with Disabilities was 50.2.	GEE/ILEAP Data	Cognitive
2.	2007-08 the achievement gap for Students with Disabilities was 51.6	GEE/ILEAP Data	Cognitive
3.	2009-10 the achievement gap for Students with Disabilities was 49.1.	GEE/ILEAP Data	Cognitive

Contributing Factor 3		CRT 11th grade science data indicates a small decline.	
Domain/Subdomain (Choose One Only)		--- 530 CIA: Assessment Content Structure	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Content Strand Analysis indicates from 2009 to 2010, Strand 1 (Science as Inquiry) scores fell from 67 to 65.	Content Strand Analysis Data	Cognitive
2.	Content Strand Analysis indicates from 2009 to 2010, Strand 3 (Life Science) scores remained the same at 63.	Content Strand Analysis Data	Cognitive
3.	Content Strand Analysis indicates from 2009 to 2010, Strand 4(Earth and Space Science) scores fell from 71 to 51.	Content Strand Analysis Data	Cognitive

*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 checked="" 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	Aligns collaborative work with school improvement goals.	Every two weeks all highly qualified teachers meet in their WOW Design Teams. WOW Logs are provided to the administration through Blackboard and are reviewed by the administrators. Feedback is given via e-mail to the highly qualified teachers by the administrators. The highly qualified teachers meet in collegial conversation and provide feedback to other WOW Teams. Engagement measures are used to plan for school improvement activities, professional development, and future needs.	
1.2	School staff participates in a variety of professional development designs aligned with expected improvement outcomes and professional learning that mirrors expected instructional methods.	Twice a quarter professional development is offered by school personnel and a consultant from High Schools That Work (HSTW). Highly qualified teachers will receive professional development in summative/formative evaluations and Schlechty's Working on the Work. Administrators will check for implementation through Learning Walks and will provide timely feedback to the highly qualified teachers. Highly qualified teachers examine student work in collaborative study teams every two weeks to adjust instruction.	
1.3	New classroom practices are implemented as a result of follow-up support	School administrators will monitor follow-up through Learning Walks and formal observations for instructional practices learned through professional development. Learning Walks are conducted on a weekly basis and formal observations are conducted once a year. Feedback from Learning Walks and formal observations are given within 48 hours.	
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)	
1.1	To increase school ELA CRT Index Scores in 10 th grade from 88.2 to 98.8 by 2012	Improvement in the area of read, analyze, and respond to literature in grade 10	
1.2	To increase African- American ELA percent proficiency from 47.5 to 57.5 by 2012.	Improvement in the area of read, analyze, and respond to literature in grade 10	

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)

Students in all courses will use literacy strategies to make meaning of the content taught. Each department will agree upon implementing two literacy strategies per nine-weeks from the following: Brainstorming, Gisting, RAFT Writing, and SQPL. Teachers will share examples of student work using the WOW protocol. All students will complete short writing and reading assignments weekly in all core content areas.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)

There will be a school-wide goal of everyone reading 25 "books" for the year as defined by the HSTW standards. Students will keep a log of how many books they have read and will report to their highly qualified English teacher at the end of a quarter.

ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)

SPED students taking Reading classes, Study Skills classes, and/or Content Support classes will learn to use literacy strategies. (sentence writing, paraphrasing, and vocabulary lincing)

ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)

Students will use annotation strategies in their analysis and response to reading and responding, compare/contrast, and oral presentations.

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

All highly qualified teachers will deliver instruction that engages students in reading, analyzing, and responding to a variety of written texts (ELA standard 6) with an emphasis on constructed responses and use rubrics to assess student constructed responses.

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

WOW team members will focus on the process of student engagement and lesson design. Teams will examine student engagement using selected rubrics, collegial conversations, and WOW protocol.

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

CHS will recognize higher student performance by communication through school newsletters, web sites, and parent conferences.
CHS will consistently send the message that students must work harder and at higher levels to be successful and that success is based on effort and not just on ability.

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

All highly qualified English teachers will have students participate in the National Writing project to improve the highly qualified English teachers' ability to teach literacy strategies, that require students to read, analyze, and respond to a variety of written texts (ELA 6).

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

A Parent/Student Grade Level Orientation to make the transition between grades smoother and to inform parents of expectations, rule changes, upcoming events, student/parent involvement, and activities will be conducted.

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

The PTSA will provide grant funding opportunities for highly qualified teachers to secure additional resources to improve students' skills in reading, analyzing, and responding to a variety of written texts.

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

Highly qualified teachers will create technology-rich problem-solving lessons which require students to use various forms of technology to research, analyze, organize, and present information in various formats.

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

CHS will implement WOW teams. These cross-curricula teams will meet and discuss to design technology-rich, literacy-rich engaging lessons using the WOW design qualities.

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 checked="" 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	Aligns collaborative work with school improvement goals.	Every two weeks all highly qualified teachers meet in their WOW Design Teams. WOW Logs are provided to the administration through Blackboard and are reviewed by the administrators. Feedback is given via e-mail to the highly qualified teachers by the administrators. The highly qualified teachers meet in collegial conversation and provide feedback to other WOW Teams. Engagement measures are used to plan for school improvement activities, professional development, and future needs.	
1.2	School staff participates in a variety of professional development designs aligned with expected improvement outcomes and professional learning that mirrors expected instructional methods.	Twice a quarter professional development is offered by school personnel and a consultant from High Schools That Work (HSTW). Highly qualified teachers will receive professional development in summative/formative evaluations and Schlechty's Working on the Work. Administrators will check for implementation through Learning Walks and will provide timely feedback to the highly qualified teachers. Highly qualified teachers examine student work in collaborative study teams every two weeks to adjust instruction.	
1.3	New classroom practices are implemented as a result of follow-up support.	School administrators will monitor follow-up through Learning Walks and formal observations for instructional practices learned through professional development. Learning Walks are conducted on a weekly basis and formal observations are conducted once a year. Feedback from Learning Walks and formal observations are given within 48 hours.	
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)	
1.1	To increase school Math CRT Index Scores in 10 th grade from 102.3 to 108.2 by 2012.	Improvement in the area of measurement in grade 10	
1.2	To increase African-American Math percent proficiency from 50.0 to 59.5 by 2012.	Improvement in the area of measurement in grade 10	

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Students will engage in a minimum of one problem-solving activity/assessment per quarter using literacy strategies learned to make meaning of the content taught. Each department will agree upon implementing two literacy strategies per nine-weeks.
ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Students in math and targeted courses will engage in a minimum of one problem solving activity/assessment per quarter requiring real life application of patterns, relations, and functions.
ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
Teachers will deliver instruction that engages students in all levels of abilities and interests in activities/assessments requiring students to problem solve and investigate as it relates to patterns, relations, and functions (N-H) with an emphasis on constructed responses and use rubrics to assess student constructed responses.
ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
WOW team members will focus on the process of student engagement and lesson design. Teams will examine student engagement using selected rubrics, collegial conversations, and WOW protocol.
ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)
Providing students with real life applications of problem solving and investigations will maximize student motivation/engagement.
ACTIVITY 6 (Activities indicated should address all subgroups; 500 Characters)
Professional development for highly qualified teachers will be job-embedded and will allow highly qualified teachers to share, develop, and implement effective and engaging activities/assessments (using the WOW design qualities) that require students to problem solve and investigate as it relates to patterns, relations, and functions (N-H) with an emphasis on constructed responses.
ACTIVITY 7 (Activities indicated should address all subgroups; 500 Characters)
Institute a Parent/Student Grade Level Orientation to make the transition between grades smoother and to inform parents of expectations, rule changes, upcoming events, student/parent involvement, and activities.

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

CHS will implement WOW teams. These cross-curricula teams will meet and discuss to design technology-rich, literacy-rich engaging lessons using the WOW design qualities.