

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 "LOUISIANA DEPARTMENT OF EDUCATION" around the perimeter, with "CONFIDENCE" at the bottom. In the center is an eagle with spread wings, flanked by two stars.

# **School Improvement Plan Creekside Junior High School St. Tammany Parish School System**

**Creekside Jr. High  
Grades 6,7,8  
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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)
The decline in suspensions and expulsions are a result of consistency in discipline and refining of the PBS program.	1	School report card and the SPS trend analysis and STI Disciplinary Files. The PBS monthly reports.
ELA Reading has had a high CRT index score across all grades in 2 of the last 3 yrs. with exception of one low class in a diagonal pattern.	2	CRT index scores, lesson plans, master schedule, and library schedule.
The Achievement Gap shows a declining trend in ELA for 2008-09 and 2009-10. The amount of decrease across both years was a drop by 1.5 then 0.8 for the WS, down 16.6 then 4.4 for the Black subgroup, down 8.9 then 6.0 for the ED, and down 41.4 then 35.0 for the SWD subgroup.	3	% Proficient Trend Data for the Whole School.

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>	The decline in suspensions and expulsions are a result of consistency in discipline and refining of the PBS program.		
<b>Domain/Subdomain</b> (Choose One Only)	120 Climate: Discipline/Positive Behavior ---		
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
<b>1.</b>	The drop in expulsions allowed students to return to classes after suspensions and continue instruction and curriculum studies.	SPS trend Analysis report	Archival
<b>2.</b>	PBS group rewards for appropriate behavior included class-wide reward days for each nine weeks period for students with no Admin. Disciplinary Actions.	PBS student lists	Attitudinal
<b>3.</b>	All grade levels now participate in PBS good behavior field trips for each	STI discipline records and PBS reports	Behavioral

	nine week period. This incentive reduced misbehaviors in 7 <sup>th</sup> grade from the previous year.		
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<b>Contributing Factor 2</b>		ELA Reading has had a high CRT index score across all grades in 2 of the last 3 yrs. with exception of one low class in a diagonal pattern.	
<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.	ELA classes use the computer lab in the library and the Portable Lab on a regular basis for research and writing skills.	Lesson Plans	Attitudnal
2.	The library reinforces research skills in lessons given by the librarian and has the Accelerated Reader Program.	Lesson Plans and Library Schedules.	Behavioral
3.	The Study Skills electives for 8 <sup>th</sup> grade At Risk students provide extra skills practice in ELA.	Master Schedule	Archival

<b>Contributing Factor 3</b>		The Achievement Gap shows a declining trend in ELA for 2008-09 and 2009-10. The amount of decrease across both years was a drop by 1.5 then 0.8 for the WS, down 16.6 then 4.4 for the Black subgroup, down 8.9 then 6.0 for the ED, and down 41.4 then 35.0 for the SWD subgroup.	
<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.	The study skills elective for At-Risk 8 <sup>th</sup> graders has given extra practice in ELA skills.	Master Schedule	Archival
2.	Inclusion classes are utilized with a regular HQ teacher and SPED HQ teacher in one ELA class per grade level for the SWD students who qualify with higher ELA scores. Resources Classes are still held for SWD with lower scores.	STI student schedules, IEPs	Cognitive
3.	The collaboration between grade level HQ ELA teachers and SPED HQ teachers and cross-level HQ teachers has helped to align the teaching of GLEs.	Lesson Plans	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)
Attendance has been the lowest index score for the last 4 years.	1	School report Card, STI records, SAT logs.
Math has had a low CRT index score across all grades in 2 of the last 3 years.	2	CRT index scores, STI student transcripts.
SWD of 8 <sup>th</sup> grade have had the lowest %Prficient score consistently in both ELA and Math for the past 3 years.	3	%Proficient scores, IEP records, STI student transcripts.

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.

<b>Contributing Factor 1</b>	Attendance has been the lowest index score for the last 4 years.		
<b>Domain/Subdomain</b> (Choose One Only)	140 Climate: Student Attendance/Dropout ---		
<b>Findings</b> (500 Characters)	<b>Instrument</b> (200 Characters)	<b>Data Type</b>	
1. The PBS rewards for perfect attendance were only exercised at the end of the first quarter and at the end of the year instead of throughout the year.	STI records, PBS records	Attitudnal	
2. Parent involvement was not consistent in punctuality and attendance.	SAT meetings, Parent conferences	Archival	
3. The history of excessive absences being excused by supervisors for the same students year after year has contributed to repetitive behavior.	SAT promotions documented	Attitudnal	

<b>Contributing Factor 2</b>		Math has had a low CRT index score across all grades in 2 of the last 3 years.	
<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.	Minimal time for collaboration is in the schedule for HQ teachers across grade levels for planning of lessons and sharing of teaching strategies.	lesson plans	Behavioral
2.	Reinforcement study skills classes and programs are not available to all students.	Master Schedule	Archival
3.	Math workbook supplementals are not used by all grade levels.	Observation	Attitudnal

<b>Contributing Factor 3</b>		SWD of 8th grade have had the lowest %Prficient score consistently in both ELA and Math for the past 3 years.	
<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 inclusion classes in each grade level were not always conducive to small group instruction and testing in a separate setting.	lesson plans	Archival
2.	ELA and Math students who are mainstreamed in Regular Ed. classes have no transitional support in place for the faster paced class.	IEP logs	Attitudnal
3.	There is no regimented set of testing preparations such as tutoring or time set aside to cover GLEs and skills for the iLEAP and LEAP test.	lesson plans	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

<b>GOAL 1</b>		<b>By 2013-14, 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 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 school improvement goals.	<p>All HQ teachers will attend monthly scheduled meetings or inservices in WFSG or after-school groups with Design Team leaders as documented with sign-in logs and online discussion log participation for feedback from HQ teachers. The administrators will check sign-in logs after each meeting day and give feedback to HQ teachers by responding to electronic discussion comments within the week after the comments are made. The responses of HQ teachers will be considered by administrators and the Design Team to plan for school improvement activities, professional development, and future needs of Creekside.</p>	
<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.	<p>Professional development such as WOW training, RTI strategies &amp; methods, Read &amp; Write Gold, Project Read, Thinking Maps, Write for the Future, Checkpoint data disaggregation, technology training, etc. will include all HQ teachers and staff as needed in their rolls with instruction. Yearly surveys of teachers and staff will prompt which inservices are needed and who will attend. Professional dev. will be conducted monthly or more often as time allows or as needs arise for skills to be implemented in the classroom. Professional Dev. will be conducted by the RHT, Design Team, on-site teacher expert, or curriculum specialists. Administrators will observe teachers and staff implementing skills or programs learned in Prof. Dev. during weekly classroom visits or scheduled evaluation visits at least once per semester. These visits and observations will be followed by written feedback from the administrator. A meeting for HQ teachers of the same grade level and a meeting of HQ teachers of the same subject will allow collaboration of examined student work and the determining of adjustments to instruction or a plan for additional follow-up prof. dev. needs.</p>	

1.3	New classroom practices are implemented as a result of follow-up support.	Administrators will observe HQ teachers and staff implementing skills or programs learned in Prof. Dev. during weekly classroom visits or scheduled evaluation visits at least once per semester. These visits and observations will be followed by written feedback from the administrator. A meeting for HQ teachers of the same grade level and a meeting of HQ teachers of the same subject will allow collaboration of examining student work and the determining of adjustments to instruction or a plan for additional follow-up of prof. dev. needs.
<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)
1.1	To increase School ELA CRT Index Scores in 6 <sup>th</sup> , 7 <sup>th</sup> , & 8 <sup>th</sup> grades from 85.7 to 97.2 by 2012.	The 6 <sup>th</sup> grade scores will need to be increased by 10.6, 7 <sup>th</sup> increased by 11.5, and 8 <sup>th</sup> increased by 12.0 through various adjustments to instruction.
1.2	To increase SWD ELA percent proficiency from 27.9 to 41.6 by 2012.	Improvements are needed in Read, Analyze, and Respond to Literature in all grade levels of SWD.

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)	
All students will participate in classroom activities which engage them in higher order thinking skills (HOTS) to read analyze and responde to texts, online resources, and other literature. In line with the Guaranteed Curriculum of St. Tammany Parish Schools and the GLEs of the state of LA, all students will write multi-paragraph essays on various topics with the guidance of a rubric at least once per nine weeks period in every class attended. This will be monitored by administration at least.	

<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)	
At-Risk students will attend classes of the Technology Program Fast ForWord to assess/reinforce in Listening, Reading, and Problem-Solving. Teachers and Support Staff of the Computer Lab and Special Ed. Resource Classes will be trained in Fast ForWord. Other strengthening ELA computer programs will be sought to alternate with Fast ForWord.	

<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)	
All HQ teachers will be trained in and use in their classrooms with all students Thinking Maps (Graphic Organizers), Read & Write Gold, & Project Read. ELA HQ teachers will be trained in and use Write for the Future.	

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

HQ teachers of ELA and Math use Checkpoints tests' results to analyze needs and group students in reteaching and reinforcing weak GLE skills.

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

All HQ teachers will be trained in and use image and document projectors, interactive boards, and computers to present lessons as often as is applicable in the classroom. Students will use computer technology interaction sites as they apply to lessons.

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

The Positive Behavior Support (PBS) program will engage all teachers, administrators, and support staff in recognizing positive student behavior with ALI Ace rewards for privileges on campus. This helps student awareness of school rules and good behavior expectations.

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

PBS grade level activities/field trips are offered to recognize all students who have had no significant behavior violations during each 9 weeks period. This is to remind students of classroom expectations and school-wide policies.

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

Donut Breakfast is offered for each grade level of students who have not had a detention or worse infraction from Administration during each 9 weeks.

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

Student of the Month (SOM) is a student chosen monthly from each homeroom to attend a PBS gathering to honor them as ones of good character. Refreshments certificates, and prizes are enjoyed.

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

LEAP preparation is conducted in all ELA and Math classes to review the testing format and GLEs to be on LEAP and iLEAP tests. This is targeting at-risk students in the regular classroom in the place of tutoring. Tutoring materials will be used with teacher selected materials. Lesson plans will indicate instruction.

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

Whole Faculty Study Groups (WFSG) and after-school meetings will conduct training inservices and professional development for HQ teachers and staff in WOW, RTI Strategies, Project Read, Thinking Maps, Write for the Future, Read & Write Gold, tech. and collaboration sessions.

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

HQ teachers will use the WOW design to plan and initiate community/school communications resulting in a better working relationship between the two.

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

Two new computer labs will be created to allow three wings to have computer access for an entire class for instruction and research on line. This will enable classes to participate in on-line field trips, remediation activities, community interaction, e-pals, writing practice, etc.

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

Data from report cards, transcripts, LEAP, iLEAP, Checkpoints tests, Explore tests, and CBAs such as STAR tests will be used to schedule students into appropriate classes, tutor, remediate, and advance students more accurately.

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

Parents and guardians will be contacted regularly as needed for SAT meetings, IEP meetings, IAP meetings and parent teacher conferences for grades, behavior, evaluation, remediation, honors, and classifications for students.

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

Visits to feeder schools for scheduling, feeder school students visiting Creekside for orientation, 8<sup>th</sup> graders visiting Pearl River High, high school scheduling night, and STETS field trips will prepare students for transition to a new school.

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

PBS video procedure and behavior lessons, PBS procedure signs throughout campus, & Parent/Community Open House during the Fall will smooth the transition for new students and parents letting them know procedures, rules, and expectations of Creekside.

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

PBS will initiate HQ teachers selecting High Risk students for Check-in mentoring with a selection of HQ teachers to encourage these students in good behavior and good work habits as part of Tier 2 assistance.

<b>GOAL 2</b>		<b>By 2013-14, all students will reach high standards, attaining proficiency or better in Math.</b>	
<b>Research-Based Strategy 2:</b>		<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	
<b>Indicators of Implementation (250 Characters):</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters):</b>	
<b>1.1</b>	Universal Screening and Regular Benchmark Assessment	All students will be tested with MathCheckpoints tests 4 times each year and the LEAP/iLEAP yearly tests for teachers to analyze students' knowledge of Benchmarks to help teachers regroup students for reviews and remediation. Administrators will follow-up with teachers through observation and lesson plans.	
<b>1.2</b>	Progress Monitoring	All students will be tested with MathCheckpoints tests 4 times each year and the LEAP/iLEAP yearly tests for teachers to analyze students' knowledge of Benchmarks to help teachers regroup students for reviews and remediation. Administrators will follow-up with teachers through observation and lesson plans.	
<b>1.3</b>	Tiered Interventions	Tiered Intervention will be documented by teachers weekly on lesson plans using LEAP tutoring materials and teacher chosen materials to address specific Benchmarks with specifically named students. Fast ForWord programs will be used in special classes for At Risk students as remediation. Administrators will monitor lesson plans weekly with comments and Fast ForWord class enrollment.	
<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 6 <sup>th</sup> , 7 <sup>th</sup> , & 8 <sup>th</sup> grades from 75.8 to 90.6 by 2012.	Increases in Math CRT Index Scores needs to be 6 <sup>th</sup> grade by 13.3, in 7 <sup>th</sup> grade by 13.6, and 8 <sup>th</sup> grade by 16.8.	
<b>1.2</b>	To increase SWD Math percent proficiency from 23.1 to 37.7 by 2012.	Improvement is needed in the areas of Algebra and in Measurement in all grades.	

**ACTIVITIES** (no more than 20)

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

Two new computer labs will be created to allow three wings to have computer access for an entire class for instruction and research on line.

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

HQ teachers will use Checkpoints tests results to analyze students' needs in Math Benchmarks and impliment remediation for weak skills.

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

Teachers will utilize Math workbooks for all students allowing extra practice/homework.

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

All HQ teachers will incorporate Math skills into their lessons across the curriculum at least once per nine weeks.

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

Tier 2 PBS targeted students will Check-in and Check-out with teacher/adult mentors. Students will be recommended for the program by teachers and approved by admin. and a committee. Meeting with parents to explain the program and get support will be conducted by admin.

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

The PBS data on student behavior will be entered into SWISS, the electronic data base, to enable administrators to disagrigate data looking for trends, patterns, and other indicators helping to address needs of students and subgroups. Data will be shared with HQ teachers and PAS.

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

Eighth grade Math students will participate in Jr. Achievement's Finance Park program. This program is an 8 week study engaging students in real-life applications of daily Math including checking accounts, managing household and business affairs.

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

ESL classes will be offered to students in homes in which a second language is spoken regularly in addition to English. ESL teachers will work with reg. class HQ teachers on differentiating instruction and steps for success for these students. ESL students will be tested yearly for progress in the program.

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

Students not living in their permanent home due to extenuating circumstances (Kids in Transition-KIT) will be identified through parent surveys at the beginning of each year. These students will receive funds for uniforms, school supplies, field trips, and other necessary services as needed.

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

To address Level 2 PBS programs, CHAMPS will be the model for classroom management schoolwide as monitored by administration. Professional development will be provided for all HQ teachers and support staff.