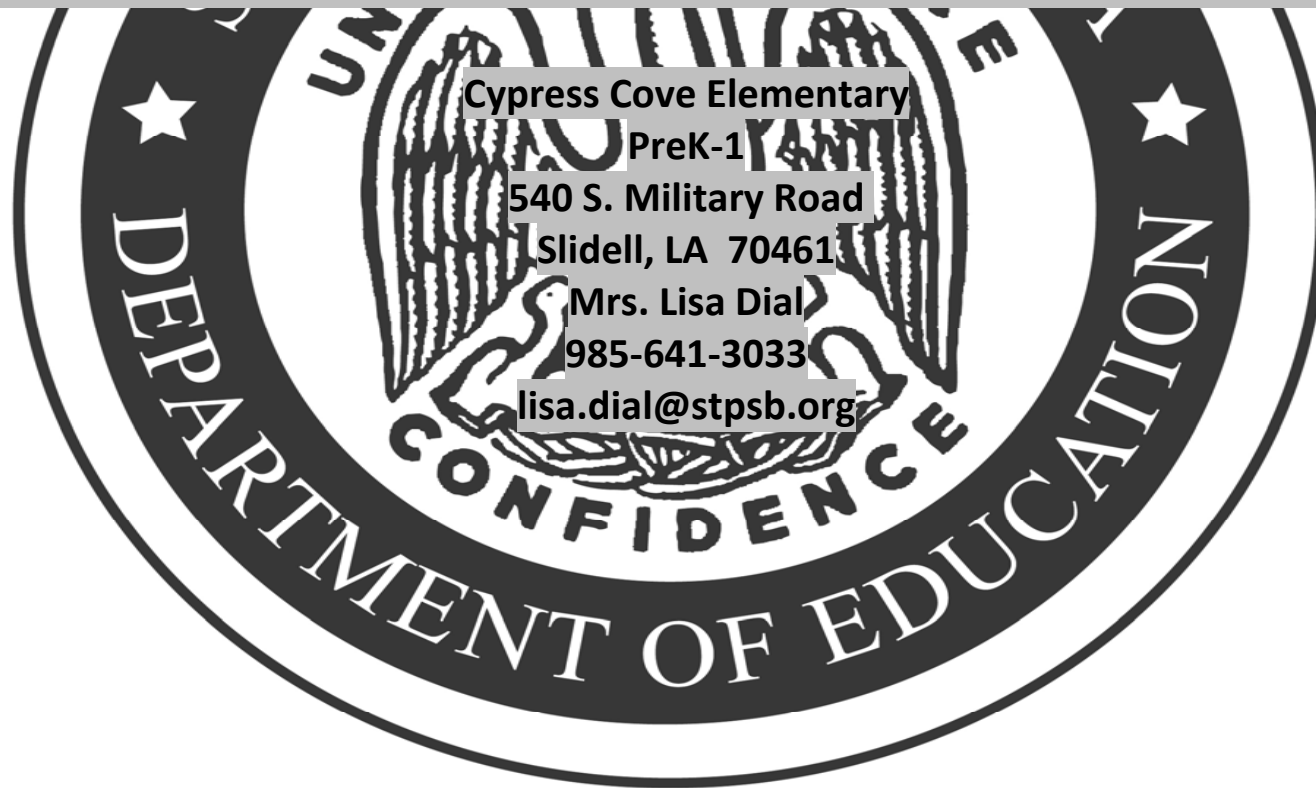


School Improvement Plan Cypress Cove Elementary School St. Tammany Parish School System



Cypress Cove Elementary
PreK-1
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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)
Parent and Community Involvement		PTA sign in sheets, volunteer sign in sheets, open house sign in sheets
Mathematical computations		iLeap CRT scores, NRT scores
Teacher Collaboration		collaboration sign in sheets, blackboard discussion logs

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		Mathematical computations	
Domain/Subdomain (Choose One Only)			
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Math CRT scores are at goal	iLeap	
2.	ED subgroup showed significant growth in math	iLeap proficiency trend	
3.	Data analysis, probability, and discrete math scored highest subtest	CRT report analysis	

Contributing Factor 2		Parent and Community Involvement	
Domain/Subdomain (Choose One Only)			
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Open House	roster/membership, sign in sheets	
2.	Math and literacy night	sign in sheets	
3.	Parent surveys	surveys	

Contributing Factor 3		Teacher Collaboration	
Domain/Subdomain (Choose One Only)			
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Blackboard Discussion	online logs	
2.	Collaboration meetings	sign in sheets, engagement meters	
3.	Teacher surveys	engagement meters	

*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)
Writing Competently		CRT report analysis
Oral Reading Fluency		Dibels
Attendance		Citrix

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		Writing Competently	
Domain/Subdomain (Choose One Only)			
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Lowest subtest score	CRT score analysis	
2.	SWD subgroup score showed significant decline	NRT iLeap scores	
3.	All subgroups except African American subgroup showed decline	NRT iLeap scores	

Contributing Factor 2		Oral Reading Fluency	
Domain/Subdomain (Choose One Only)			
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	First Grade Benchmark significantly decreased	Dibels score report	
2.	Kindergarten at-risk % increased	Dibels score report	
3.	First grade at-risk % increased significantly	Dibels score report	

Contributing Factor 3		Attendance	
Domain/Subdomain (Choose One Only)			
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	According to recent citrix data, attendance has decreased	citrix attendance documents	
2.	According to emergency sheet check out release forms attendance has dropped.	check-out forms	
3.	The attendance index score did not meet yearly goal	index trend data report	

*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:		RTI JEPD DDD MEL CA SIM UDL
Indicators of Implementation (250 Characters):		Procedures for Evaluating Indicators of Implementation (250 Characters):
1.1	Universal Screening and Regular Benchmark Assessment	Dibels will be administered 3x's a year to all students k-1. Teachers and administrators will analyze and collaborate on test results.
1.2	Progress Monitoring	After administering Dibels, teachers will focus on at-risk students with activities and re-test to see if any growth as occurred. Progress Monitoring shall occur after the August and January Dibels assessments.
1.3	Tiered Interventions	Teacher will document remedial activities planned (i.e. earobics) within lesson plans. Administration and teachers will anaylze earobic and progress monitoring results to check for growth.
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase School ELA CRT Index scores in 3 rd grade from 112.6 to 115.1 by 2012	Students will increase proficiency in the areas of ELA by participating in meaningful and engaging learning activities.
1.2	To increase SWD ELA percent proficiency from 55 to 63.6 by 2012	Activities will be created for student centered learning helping to increase proficiency in ELA after teacher collaboration and test score anaylsis .

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
First grade students identified as "at-risk" for reading proficiency will receive intervention in small grouups with a tutor in the Voyager Passport Program.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Teachers will deliver ELA instruction in small groups using Thinking Maps and Write from the Beginnng strategies to increase writing compentency and oral reading fluency.

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

Highly qualified teachers will participate in collaboration meetings to aid in the development of lesson plans that are aligned to the content standards and GLE's to help increase oral reading fluency and writing competently.

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

During the Family Math and Literacy Night at CCE, parents and care givers will engage in teacher developed writing activities designed to encourage parent/child interaction and empower parents to assist in the education of their child.

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

In the classroom and computer lab, students will use software designed for reading and writing that will enrich/remediate classroom instruction in relation to writing competently and reading fluently. The use of technology during centers and instruction will be documented in weekly lesson plans. Available software is aligned with the GLEs. Along with academic software, teachers will use digital projectors, document cameras, and Promethean Boards to supplement/augment classroom instruction.

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

The school-wide Positive Behavior Support program is currently being used by the district. Our school has initiated the following discipline activities necessary to implement a positive behavior support program. Each teacher will develop activities to provide direct instruction of expected student behaviors beginning the first day of school. Reinforcement of positive behaviors will occur throughout the school day along with reteaching expected behaviors throughout the school year.

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

The administrative staff will participate in the Annual Administrator's Retreat as a Learning Community. Each month the principal will attend a monthly meeting with the Superintendent and other central office staff to discuss those aspects outlined in the "Expected Impact" column. Principals within the learning community will have time to collaborate on improvement efforts underway at their school and future initiatives of the community.

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

The resource helping teacher coordinated a week long Red Ribbon Week during the month of October. During this week, daily activities were designed to help students better understand the danger of drugs. The RHT also held brief morning discussions on safety in their environment.

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

Parents will be invited to attend an early registration and Open House for CCE. At this event prospective students, parents, and caregivers will be able to tour our facility and ask questions about our kindergarten program. Students transitioning into first grade will also be allowed to meet their teacher before school begins in our annual Meet and Greet before school.

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

Teachers and administrators will provide health and safety lessons throughout the year in sessions called "Rules are Cool". In these lessons students will learn about hand washing along with proper safety procedures at school. After these sessions teachers will then implement them into their daily classroom routine helping to provide better health for our students and consequently provide better school wide attendance.

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

The administration will plan perfect attendance weeks throughout the school year to help encourage student attendance. This activity will not only encourage students to attend school on a regular basis, but also promote the fact that regular attendance improves academic performance.

GOAL 2		By 2013-2014, all students will reach high standards, attaining proficiency or better in Math.						
Research-Based Strategy 2:		RTI	JEPD	DDD	MEL	CA	SIM	UDL
Indicators of Implementation (250 Characters):		Procedures for Evaluating Indicators of Implementation (250 Characters):						
1.1	Students strategically learn and transfer knowledge to collaboratively solve problems.	Highly qualified teachers will document MEL math activities within their lessons. Administrators will check lesson plans on a weekly basis for implementation.						
1.2	Learning tasks often require integrated instruction that is interactive and builds on prior knowledge and incorporates problem-based learning.	Highly qualified teachers will assess students on performance tasks based on what is provided in the grade level's guaranteed curriculum. Assessments will be based on a teacher created rubric.						
1.3	Assessments of Engaged Learning involves performance-based assessments that are reliable, equitable, and have a seamless connection to curriculum and instruction.	Highly qualified teachers will do weekly assessments to gauge student performance. The results of these performance tests will provide feedback for the future planning of instruction.						
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)						
1.1	To maintain the School Math CRT Index Scores in 3 rd grade at 122.7.	Maintain and increase the subtest scores in all mathematical areas.						
1.2	To increase the SWD subgroup Math percent proficiency from 56.6 to 60.9 by 2012.	Improve SWD subgroup proficiency scores in math.						

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)	
Students will use investigation strategies and HOTS to demonstrate their understanding of algebraic functions through their ability to use simple algebra in real life situations.	

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)	
Highly qualified teachers develop lesson plans and implement those daily instructions in small groups helping students to demonstrate higher order thinking skills while looking at geometric shapes.	

ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)	
Highly qualified teachers will participate in collaborative sessions in which they will share and create meaningful and engaging activities to bring into their classroom for use.	

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

During the Family Math and Literacy Night at CCE, parents will engage in teacher created math exercises that encourages high order thinking skills and mathematical computations. These activities are geared to empower parents in assisting in the education of their child.

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

Parent communication activities include weekly teacher generated newsletters, Home School Connection publications, monthly PTA newsletters, and updated teacher websites.

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

In classrooms and in the computer lab students will use the adopted text's software to develop HOTS and to supplement/augment classroom instruction related to algebra, geometry, and number relations. The use of technology will be documented in weekly lesson plans. All available software is aligned with current Grade Level Expectations.

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

Promethean Boards will be purchased and used to incorporate more interactive learning within classroom lessons.

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

The school wide Positive Behavior Support program is currently being used by the district. Our school has initiated the following discipline activities necessary to implement a positive behavior support system. Each teacher will develop activities to provide direct instruction of expected student behaviors beginning the first day of school. Reinforcement of positive behaviors throughout the school day along with reteaching expected behaviors throughout the school year.

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

The administration staff will participate in the annual Administrative Retreat as a Learning Community. Each month the principal will attend a monthly meeting with the Superintendent and other central office staff to discuss those aspects outlined in the "Expected Impact" column. Principals within the Learning Community will have time to collaborate on improvement efforts underway at their school and future initiatives of the community.

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

The school will collaborate with Louisiana State University's Allied Science Team through the TIERS program. In this collaboration effort LSU and Cypress Cove will implement a pilot program that will evaluate and progress monitor individual students in mathematics (AIMS web).

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

The resource helping teacher coordinated a week long Red Ribbon week during the month of October. During this week, daily activities were designed to help students better understand the danger of drugs. The RHT also held brief morning discussions on safety in their environment.

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

Parents and caregivers will be invited to an early registration and open house for future kindergarten students. At this event future students, parents, and care givers will tour the school and ask about our kindergarten program. Future first grade students and parents will be invited to our annual Meet and Greet before school to meet their teacher and see their classroom.