

School Improvement Plan

Fifth Ward Junior High School School

St. Tammany Parish School System

Fifth Ward Junior High School

Pre-K - 8th

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Bush, La 70431

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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)
For the current year 2009 -2010 the First Grade students displayed the greatest percentage of students scoring higher during spring testing with 63% reaching benchmark on Dibels.	1	Dibels Data Analysis, SIP Committee Analysis, Progress Monitoring Data
6 th Grade Whole School ELA scores showed the greatest growth in scores for the last 2 years with 23.7% improvement.	2	CRT and NRT data analysis, SIP Committee Analysis, unit assessments
Whole School index scores for SWD and ED students' achievement gap decreased in Math over the last school year.	3	CRT and NRT data analysis, SIP Committee Analysis, unit assessments
4th Grade White Students math scores have improve for the past 3 years by at least 5 points each year	4	CRT and NRT data analysis, SIP Committee Analysis, unit assessments

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	For the current year 2009 -2010 the First Grade students displayed the greatest percentage of students scoring higher during spring testing with 63% reaching benchmark on Dibels.		
Domain/Subdomain (Choose One Only)	--- 520 CIA: Curriculum Content		
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	SIP committee members analyzed Dibels data to determine the greatest percentage of students meeting benchmark	SIP Committee Analysis of Dibels Data	Cognitive
2.	Teacher instruction is aligned with the guaranteed curriculum to meet individual student needs.	Guaranteed Curriculum	Cognitive
3.	Teacher collaboration to plan and implement effective teaching strategies and learning activities	Grade Level Collaboration Time and Lesson Plans	Attitudinal

Contributing Factor 2		6th Grade Whole School ELA scores showed the greatest growth in scores for the last 2 years with 23.7% improvement.	
Domain/Subdomain (Choose One Only)		--- 520 CIA: Curriculum Content	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	CRT data results indicate that the sixth grade ELA scores demonstrate growth over the past 2 years.	Analysis of CRT data	Cognitive
2.	NRT data results indicate that the sixth grade ELA scores demonstrate growth over the past 2 years.	Analysis of NRT data	Cognitive
3.	SIP Committee members analyzed CRT and NRT data to determine that sixth grade students demonstrated growth over the past 2 years.	SIP Committee Analysis	Attitudinal

Contributing Factor 3		Whole School index scores for SWD and ED students' achievement gap decreased in Math over the last school year.	
Domain/Subdomain (Choose One Only)		--- 520 CIA: Curriculum Content	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	CRT data results indicate that the whole school index scores for SWD and ED students' achievement gap has decreased over the past year.	Analysis of CRT data	Cognitive
2.	NRT data results indicate that the whole school index scores for SWD and ED students' achievement gap has decreased over the past year.	Analysis of NRT data	Cognitive
3.	SIP Committee members analyzed CRT and NRT data to determine that the whole school index scores for SWD and ED students' achievement gap has decreased over the past year.	SIP Committee Analysis	Attitudinal

*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)
8 th Grade economically disadvantaged students' Math scores have declined for the past 3 years by at least 10 points each year.	1	CRT and NRT data analysis, SIP Committee Analysis, unit assessments
The whole school achievement gap for ELA showed a significant increase from 2007-2008 to 2008-2009 for SWD with a 24 point increase and has remained there for the 2009-2010 school year.	2	CRT and NRT data analysis, SIP Committee Analysis, unit assessments
3 rd Grade students demonstrated the greatest decline in students reaching benchmark on Dibels from Fall testing 2009 to Spring testing 2010.	3	CRT and NRT data analysis, SIP Committee Analysis, 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	8th Grade economically disadvantaged students' Math scores have declined for the past 3 years by at least 10 points each year.		
Domain/Subdomain (Choose One Only)	--- 520 CIA: Curriculum Content		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. CRT data analysis indicated that 8 th grade ED students' Math scores have declined over the past 3 years.	Analysis of CRT data	Cognitive	
2. NRT data analysis indicated that 8th grade ED students' Math scores have declined over the past 3 years.	Analysis of NRT data	Cognitive	
3. SIP Committee analyzed CRT and NRT data to determine that 8 th grade ED students' Math scores have declined over the past 3 years.	SIP Committee Analysis	Attitudinal	

Contributing Factor 2		The whole school achievement gap for ELA showed a significant increase from 2007-2008 to 2008-2009 for SWD with a 24 point increase and has remained there for the 2009-2010 school year.	
Domain/Subdomain (Choose One Only)		--- 520 CIA: Curriculum Content	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	CRT data analysis indicated that the whole school achievement gap for SWD in ELA showed a significant increase from 2007-2008 to 2008-2009.	Analysis of CRT data	Cognitive
2.	NRT data analysis indicated that the whole school achievement gap for SWD in ELA showed a significant increase from 2007-2008 to 2008-2009.	Analysis of NRT Data	Cognitive
3.	SIP Committee analyzed CRT and NRT data to determine that the whole school achievement gap for SWD in ELA showed a significant increase from 2007-2008 to 2008-2009.	SIP Committee Analysis	Attitudnal

Contributing Factor 3		3rd Grade students demonstrated the greatest decline in students reaching benchmark on Dibels from Fall testing 2009 to Spring testing 2010.	
Domain/Subdomain (Choose One Only)		--- 520 CIA: Curriculum Content	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	SIP committee members analyzed Dibels data to determine the greatest percentage of students not meeting benchmark in 3 rd Grade.	SIP Committee Analysis of Dibels Data	Cognitive
2.	3rd grade teachers analyzed Dibels data to determine the effectiveness of current teaching strategies and learning activities.	Grade Level Committee Meetings	Cognitive
3.	3rd grade teachers need to reevaluate teaching strategies and learning experiences to meet the individual needs of students	3 rd Grade Collaboration Meetings	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

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 type="checkbox"/> DDD <input checked="" 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	Students strategically learn and transfer knowledge to collaboratively solve problems.	Grade level teachers will meet to evaluate and assess student progress and plan for future instruction and assessment of the targeted content areas as evidence by lesson plans. Administrators will review lesson plans weekly and conduct snapshots quarterly to confirm the use of learning activities that increase student achievement. Administrators, Literacy Teacher, and classroom teachers will meet monthly to analyze student achievement and student engagement while providing feedback to teachers in order to meet individual student needs. Teachers will use rubrics, teacher made assessments, and curriculum assessments to determine student progress and make necessary adjustments to teaching strategies and activities.	
1.2	Learning tasks often require integrated instruction that is interactive and builds on prior knowledge and incorporates problem-based learning.	Grade level teachers will document interactive learning opportunities in the lesson plans that build on prior knowledge and incorporates problem-based learning. Administrators will review lesson plans weekly and conduct snapshots quarterly to confirm the use of learning activities that increase student achievement. Administrator, Literacy Teacher, and classroom teachers will meet monthly to analyze student achievement and student engagement while providing feedback to teachers in order to meet individual student needs. Teacher will use Engage-O-Meters to assess student engagement and make necessary changes to their lessons as needed.	
1.3	Assessment of Engaged Learning involves performance-based assessments that are reliable, equitable, and have a seamless connection to curriculum instruction.	Performance-based assessments will be documented in teacher lesson plans and reviewed by administrators weekly. The assessment information will be reviewed by grade level teachers and administrators during monthly grade level meeting and feedback will be provided to ensure student achievement. Teaching strategies will be adjusted when needed.	

OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase School ELA CRT Index Scores in 3 rd - 8 th grade from 89.0% to 95.7% by 2012.	Improvement in the area of read, analyze, and respond to literature in grades 3 rd - 8 th .
1.2	To increase SWD ELA percent proficiency from 20% to 35.2% by 2012.	Improvement in the area of read, analyze, and respond to literature in grades 3 rd - 8 th in the SWD subgroup.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
First Grade students identified as "at-risk" for Reading difficulties will receive intervention in small groups (4-5 students) with a tutor (certified teacher) in the Voyager Passport Program. Tutors will meet with students 4 days per week for 30-40 minutes.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Students in grades one, two, three, four, and five will have after school opportunities to attend tutoring sessions designed to increase critical thinking and problem solving skills.

ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
Third and Fourth Grade students identified as "at risk" for reading difficulties will receive interventions in small groups with a tutor (certified teacher) the My Reading Coach Program.

ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
Kindergarten through third grade students identified as "at risk" for reading difficulties will receive interventions through the Earobics Program during the regular school hours in the classroom at computer-based centers under supervision of the classroom teacher.

ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)
All students in K-3 will be assessed through DIBELS (September 2010) and the students identified as "at risk" will receive interventions that will enable them to become successful readers. The student's progress will be monitored throughout the 2010-2011 school year. Alicia Fussell (TRT) will coordinate the screening and administrators will monitor student progress.

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

Students and parents in grades PK through third grade will participate in a Reading/Math Literacy Night. Activities will be available for students and parents that are student based activities that support the educational objectives of the Guaranteed Curriculum. Program Coordinator (Deborah Young) will host the night time activity during November 2010 with K-3 classroom teachers supervising the student/parent activities.

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

At risk students in grades 1st through 8th who have been identified through the KIT program will receive tutoring interventions during the school day from a highly qualified teacher.

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

All students in grades three, four, and five will participate in a test/skill preparation program designed to increase student proficiency utilizing the Buckle Down Test Prep Program LA Daily GLE/LEAP Practice.

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

Students in fourth grade will participate in the Daily 6 - Trait Writing program to develop writing skills and increase student achievement.

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

The Title I PK teacher will meet the individual needs of "at risk" four year old students during the 2010-2011 school year. Title I PK supervisor and school administrators will supervise the program and review lesson plans and conduct Snapshots

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

Newly-purchased technology (Flip cameras, listening stations, computers, printers, calculators, educational software, and projectors) and Newly-purchased teacher materials, supplies, and any additional instructional resources and materials (laminating film, 42 inch paper, graphic arts and ink cartridges) will be purchased and utilized by the instructional staff to enhance classroom instruction and increase student engagement and support the Guaranteed Curriculum.

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

The PBS Committee will implement a strategy-based program designed to teach the following values: Respect, Initiative, Cooperation, Compassion, Self-Discipline, Honor, Honesty, Friendship, and Patience. The program is sponsored by Chick-fil-A and is designed to increase student self-esteem and to enhance academic growth.

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

Classroom teacher will recognize students weekly through the "Pick of the Crop" Program, and monthly through "Student of the Month" program. Administrators and PBS committee will recognize students demonstrating positive behavior quarterly through PBS Rallys. Students will be chosen based upon the criteria determined by the PBS committee and classroom teachers.

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

The Title I Instructional Aid will assist "at risk" students to meet academic goals during the 2010-2011 school year. The Instructional Para will assist the Highly Qualified Classroom teacher.

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

Classroom Teachers will attend Professional Development in-services that focus on the use of technology in the classroom and teaching strategies to increase academic success in the classroom.

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

Teachers will attend monthly job-embedded professional development through WHole Faculty Study Group Meetings (WFSG) that focus on and support the Guaranteed Curriculum. The Title I Literacy Coach will coordinate the meetings and the administrators will monitor the work sessions.

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

During after school hours, parents will be offered opportunities that focus on student based activities and instructional resources (STI inservices and Louisiana Pass) that emphasize students achievement and support the Guaranteed Curriculum.

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

Parents will be offered to participate in a variety of activities such as Meet & Greet Night, Open House, LEAP Intervention Night, Literacy & Math Night, Spring Arts Festival, and Falcon Technology Expo.

ACTIVITY 19 (Activities indicated should address all subgroups; 500 Characters)

The Fifth Ward Jr. High Learning Community will participate in the National Network of Partnership Schools through John Hopkins University to ensure student success.

ACTIVITY 20 (Activities indicated should address all subgroups; 500 Characters)

Students transitioning from 8th grade to High School will be afforded opportunities to attend Cub Day orientation at CHS and meet with counselors to formulate next years academic course schedule. Parents of PK students will engage in parental involvement hours to better meet the needs of their individual child which will make the transition to Kindergarten a success.

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 type="checkbox"/> DDD <input checked="" 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	Students strategically learn and transfer knowledge to collaboratively solve problems.	Grade level teachers will meet to evaluate and assess student progress and plan for future instruction and assessment of the targeted content areas as evidence by lesson plans. Administrators will review lesson plans weekly and conduct snapshots quarterly to confirm the use of learning activities that increase student achievement. Administrators, Literacy Teacher, and classroom teachers will meet monthly to analyze student achievement and student engagement while providing feedback to teachers in order to meet individual student needs. Teachers will use rubrics, teacher made assessments, and curriculum assessments to determine student progress and make necessary adjustments to teaching strategies and activities.
1.2	Learning tasks often require integrated instruction that is interactive and builds on prior knowledge and incorporates problem-based learning	Grade level teachers will document interactive learning opportunities in the lesson plans that build on prior knowledge and incorporates problem-based learning. Administrators will review lesson plans weekly and conduct snapshots quarterly to confirm the use of learning activities that increase student achievement. Administrator, Literacy Teacher, and classroom teachers will meet monthly to analyze student achievement and student engagement while providing feedback to teachers in order to meet individual student needs. Teacher will use Engage-O-Meters to assess student engagement and make necessary changes to their lessons as needed.
1.3	Assessment of Engaged Learning involves performance-based assessments that are reliable, equitable, and have a seamless connection to curriculum instruction.	Performance-based assessments will be documented in teacher lesson plans and reviewed by administrators weekly. The assessment information will be reviewed by grade level teachers and administrators during monthly grade level meeting and feedback will be provided to ensure student achievement. Teaching strategies will be adjusted when needed.
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase School Math CRT Index Score in 3 rd - 8 th Grade from 93.3% to 100.0 % by 2012.	Improvement in the area of patterns, relation and functions in grades 3 rd - 8 th .
1.2	To increase SWD Math percent proficiency from 36.7% to 48.7% by 2012.	Improvement in the area of patterns, relations, and functions in grades 3 rd - 8 th for the SWD subgroup.

ACTIVITIES (no more than 20)

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

Students and parents in grades PK through third grade will participate in a Reading/Math Literacy Night. Activities will be available for students and parents that are student based activities that support the educational objectives of the Guaranteed Curriculum. Program Coordinator (Deborah Young) will host the night time activity during November 2010 with K-3 classroom teachers supervising the student/parent activities.

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

Students in grades one, two, three, four, and five will have after school opportunities to attend tutoring sessions designed to increase critical thinking and problem solving skills

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

At risk students in grades 1st through 8th who have been identified through the KIT program will receive tutoring interventions during the school day from a highly qualified teacher.

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

All students in grades three, four, and five will participate in a test/skill preparation program designed to increase student proficiency utilizing the Buckle Down Test Prep Program LA Daily GLE/LEAP Practice.

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

The Title I PK teacher will meet the individual needs of "at risk" four year old students during the 2010-2011 school year. Title I PK supervisor and school administrators will supervise the program and review lesson plans and conduct Snapshots

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

Newly-purchased technology (Flip cameras, listening stations, computers, printers, calculators, educational software, and projectors) and Newly-purchased teacher materials, supplies, and any additional instructional resources and materials (laminating film, 42 inch paper, graphic arts and ink cartridges) will be purchased and utilized by the instructional staff to enhance classroom instruction and increase student engagement and support the Guaranteed Curriculum.

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

The PBS Committee will implement a strategy-based program designed to teach the following values: Respect, Initiative, Cooperation, Compassion, Self-Discipline, Honor, Honesty, Friendship, and Patience. The program is sponsored by Chick-fil-A and is designed to increase student self-esteem and to enhance academic growth.

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

Classroom teacher will recognize students weekly through the "Pick of the Crop" Program, and monthly through "Student of the Month" program. Administrators and PBS committee will recognize students demonstrating positive behavior quarterly through PBS Rallies. Students will be chosen based upon the criteria determined by the PBS committee and classroom teachers.

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

The Title I Instructional Aid will assist "at risk" students to meet academic goals during the 2010-2011 school year. The Instructional Para will assist the Highly Qualified Classroom teacher

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

Classroom Teachers will attend Professional Development in-services that focus on the use of technology in the classroom and teaching strategies to increase academic success in the classroom.

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

Teachers will attend monthly job-embedded professional development through Whole Faculty Study Group Meetings (WFSG) that focus on and support the Guaranteed Curriculum. The Title I Literacy Coach will coordinate the meetings and the administrators will monitor the work sessions.

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

During after school hours, parents will be offered opportunities that focus on student based activities and instructional resources (STI inservices and Louisiana Pass and Math Family Fun Packs) that emphasize students achievement and support the Guaranteed Curriculum

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

Parents will be offered to participate in a variety of activities such as Meet & Greet Night, Open House, LEAP Intervention Night, Literacy & Math Night, Spring Arts Festival, and Falcon Technology Expo

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

The Fifth Ward Jr. High Learning Community will participate in the National Network of Partnership Schools through John Hopkins University to ensure student success.

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

Students transitioning from 8th grade to High School will be afforded opportunities to attend Cub Day orientation at CHS and meet with counselors to formulate next years academic course schedule. Parents of PK students will engage in parental involvement hours to better meet the needs of their individual child which will make the transition to Kindergarten a success.

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

Teachers in grades 2 - 7 will use the results from Math District Assessments to diagnose the need for Math intervention and enrichment in meeting the individual needs of students. Teachers will meet the needs of ll students through differentiated instruction. Assessments will be conducted ny teachers and monitored by administrators.