

School Improvement Plan

Florida Avenue Elementary School

St. Tammany Parish School System

Florida Avenue Elementary School
Pre K - 6th Grade
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Slidell, LA 458
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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)
Overall Math is a strength.	1	CRT iLEAP/LEAP Data, NRT iLEAP/LEAP Data, math checkpoints
ED, SWD lowering achievement gap	2	CRT iLEAP/LEAP/LEAP Data, NRT iLEAP Data,
Growth in subject of Science in grades 3 through 6	3	CRT iLEAP/LEAP Data, NRT iLEAP/LEAP Data

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		
Domain/Subdomain (Choose One Only)	--- 530 CIA: Assessment Content Structure		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. Math scores improved from 70.4 to 75.4 over last 3 years.	2007 -2010 iLEAP/LEAP Math Trend Data	Cognitive	
2. Black subgroup increasing scores in Math from 53.5 to 56.6 over last 3 years.	2007 -2010 iLEAP/LEAP Math Trend Data	Cognitive	
3. ED increasing scores in Math from 63.1 to 72.2	2007 -2010 iLEAP/LEAP Math Trend Data	Cognitive	

Contributing Factor 2		ED, SWD lowering achievement gap	
Domain/Subdomain (Choose One Only)		--- 530 CIA: Assessment Content Structure	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	ED scores improved from 63.6 to 69.3 in ELA	2007-2010 iLEAP/LEAP ELA Trend Data	Cognitive
2.	ED scores improved from 63.1 to 72.2 in Math	2007 -2010 iLEAP/LEAP Math Trend Data	Cognitive
3.	SWD scores improved from 25.8 to 46.6 in Math	2007 -2010 iLEAP/LEAP Math Trend Data	Cognitive

Contributing Factor 3		Growth in the Subject Area of Science	
Domain/Subdomain (Choose One Only)		--- 530 CIA: Assessment Content Structure	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Overall Science improved from 84.0 to 93.2 over last 3 years.	2007-2010 iLEAP/LEAP Science Trend Data	Cognitive
2.	5 th grade scores improved from 72.7 to 101.7 over last 3 years.	2007 - 2010 iLEAP/LEAP Science Trend Data	Cognitive
3.	6 th grades scores improved 80.2 88.7 over last 2 years.	2008-2010 iLEAP/LEAP Science Trend Data	Cognitive

*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)
Higher percentage of at risk students in grades K-2	1	DIBELS
SWD, ED and African American subgroups are scoring lower in ELA and Math.0	2	CRT iLEAP/LEAP Data, NRT iLEAP/LEAP Data
Writing across curriculum areas	3	CRT iLEAP/LEAP ELA Data, NRT iLEAP/LEAP Data

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	Higher percentage of at risk students in grades K-2		
Domain/Subdomain (Choose One Only)	--- 530 CIA: Assessment Content Structure		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. Kindergarten has a higher percentage of students at-risk in Spring than in Fall consistently from year to year since 2006.	DIBELS	Cognitive	
2. Kindergarten has lowest percentage of Benchmark students in Spring , and highest percentage of Intensive in Spring, consistently from year to year since 2006.	DIBELS	Cognitive	
3. Second Grade more than doubles their percentage of Intensive students from Fall to Spring since 2006.	DIBELS	Cognitive	

Contributing Factor 2		Subgroups are scoring lower in ELA and Math	
Domain/Subdomain (Choose One Only)		--- 530 CIA: Assessment Content Structure	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	SWD have lowest ELA scores out of all subgroups.	2007-2010 NRT iLEAP/LEAP, 2007-2010 CRT iLEAP/LEAP Data	Cognitive
2.	SWD have lowest Math scores out of all subgroups.	2007-2010 NRT iLEAP/LEAP, 2007-2010 CRT iLEAP/LEAP Data	Cognitive
3.	3 rd grade SWD are scoring lower than other grades.	2007-2010 NRT iLEAP/LEAP, 2007-2010 CRT iLEAP/LEAP Data	Cognitive

Contributing Factor 3		Writing Across the Curriculum	
Domain/Subdomain (Choose One Only)		--- 530 CIA: Assessment Content Structure	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	3 rd grade students scored lower in Writing Competently than other ELA Content Standards.	iLEAP/LEAP Data	Cognitive
2.	All grades scored lower with Constructed-Response Items than other content standards.	iLEAP/LEAP Data	Cognitive
3.	4 th grade students are scoring lower on Reading , Responding, and Analyzing to Literature	iLEAP/LEAP 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.	Highly qualified teachers will attend Whole Faculty Study Group Meetings at least once per month . Design Team and Pep Rallys will meet once a month. Documentation will be collected in the form of attendance logs and Blackboard Communications. Teachers will be able to communicate with colleagues and administration about questions and concerns they are having. Administrators will attend all WFSG meetings and Design Team Meetings which will allow for immediate feedback. The information gathered at WFSG meetings, Design Team meetings and Pep Rallys will be collected and used to plan for future School Improvement Activities and professional development.	
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.	Teachers will be provided with a list of professional development opportunities at both the district level and school level regarding student engagement, technology integration, research based instructional strategies, and use of instructional resources. Professional development will be provided on-going throughout the year through WFSG meetings , faculty meetings, Design Team meetings, Pep Rallys, or after school trainings provided by Technology Resource Teacher, Title 1 Technology Teacher, Literacy Coach, on-staff Teachers, or other district personnel with knowledge of the professional trainings. The professional development opportunities will be provided based on the survey of the needs of the teachers and implementation of the training will be monitored through WFSG meetings, Learning Walks,and lesson plans reviewed by administration at least once per month. Feedback will be provided to teachers through WFSG meetings, BlackBoard and other electronic communication. Student work is examined by teaches during WFSG meetings monthly and additional follow-up and professional development is based on needs of teachers and students.	

1.3	New classroom practices are implemented as a result of follow-up support	Follow-up on the implementation of the professional development trainings will be monitored by the school administrators and RHT through WFSG logs, lesson plans, Pep Rallys, and Learning Walks at least once per month. Feedback on this will be discussed at the group meetings held at least once per month. Student work that results from implementation of the professional development trainings will be examined during WFSG meetigns and Design Team Meetings at least once per month and will be used as a basis for maintaining or adjusting the implementation of the training.
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase school ELA CRT Index Scores from 94.5 to 103.0 by 2012.	Students will improve in the area of writing competently across the curriculum, reading, responding, and analyzing literature.
1.2	To increase SWD ELA percent proficiency from 46.6% to 56.8% by 2012.	SWD will improve in the reading, analyzing, and responding to literature, as well as writing across the curriculum.
1.3	To increase percentage of Benchmark students from Fall to Spring for Grades K-3.	Students will improve their DIBELS scores through the use of interventions.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Renaissance Learning will be implemented school-wide to build a positive reading culture. Student's individual reading growth will be monitored throughout the year and by looking at Accelerated Reader and STAR data. Accelerated Reader (AR) provides daily information about student reading and makes it easy to continuously monitor comprehension, track the time students spend reading, and differentiate reading practices. Students will participate in quarterly celebrations.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
All highly-qualified teachers of grades Pre-K-6 will participate in Whole Faculty Study Groups a minimum of once a month to support the implementation of School Improvement Plan by examining student work, data, and gaining professional development.

ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
First and second 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 daily. Any additional instructional resources and materials will be provided.

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

K-3 students identified as needing intensive and or strategic intervention will receive small group instruction from their classroom teacher focusing on The Power of Retelling and Respose to Intervention. Any additional instructional resources and materials will be provided.

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

Highly qualified teachers grades Pre K-6 will plan lessons integrating subject areas by using Thinking Maps, Write from the Beginning, Guaranteed Curriculum, Writer's Workshop, and other instructional strategies to enhance students' abilities to organize and synthesize information and use the coventions of writing competently. Any additional instructional resources and materials will be provided.

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

Highly Qualified Pre K-6 teachers will engage students using the WOW design qualities when planning lessons. Any additional instructional resources and materials will be provided.

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

Highly qualified teachers will provide Extended Learning Opportunities for students considered at-risk for scoring below "Basic" on the LEAP. This program will be held 3 days per week for 2 hours each day. Snacks and transportation will be provided. Program is research-based and incorporates technology.

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

Highly qualified teachers will provide assistance using Project Read, Earobics, Fast Forward, My Reading Coach and other available resources to students identified as needing intensive and or strategic intervention 30 minutes daily. Any additional instructional resources and materials will be provided.

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

Highly qualified teachers will host Family Literacy Night once a year, and A. R. Family Reading Nights quarterly. Parents and their children will be given the oppportunity to participate in engaging literacy activities using informational resources, higher order thinking strategies, writing competently, and reading, responding, and analyzing literature. Parents will attend A.R. Reading Nights with their children and read stories based on student's reading levels.

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

Highly qualified teachers will implement Literacy Work Stations and Cooperative Learning Groups using differentiated instructional strategies. Students will be engaged in higher order thinking skills and technology-based work stations for 30 - 45 minutes daily. Teachers will use Promethean Boards, listening centers, BrainChild, ActiVotes and Activexpressions, laptops, and other computer-based/internet-based resources and subscriptions.

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

Positive Behavior Support System will be implemented school-wide and supported by CHAMPS Model of Expectations. Students and teachers will recite FAE pledge and FISH philosophy daily during morning announcements. Students will participate in classroom and school CHAMPO celebrations and be rewarded for perfect attendance and citizenship with certificates and business coupons. Students will be honored for Honor Roll with certificates and business coupons.

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

Pre-K students and sixth grade students will participate in activities to promote a positive and smooth transition. Sixth grade students will participate in a assembly with the principal from Slidell Junior High School. The principal will talk to the students about expectations for junior high students. Pre-K students will tour the Kindergarten classrooms and talk to Kindergarten teachers about expectations of a Kindergarten student.

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

All students and Highly Qualified teachers will participate in Safe and Drug-Free School Activities. Activities will include "Lockdown", "Shelter", and "Evacuate" procedures, Red Ribbon Week, and Fire and Bus Safety.

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

Highly Qualified teachers will participate in Open House once a year featuring technology, instructional strategies, Guaranteed Curriculum, and expectations for students to be successful for the school year.

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

Students third grade through sixth grade not performing at "Basic" or higher on iLEAP/LEAP scores will receive interventions in small groups weekly with highly qualified teachers.

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

Administration and highly qualified teachers will participate in Learning Walks throughout the year. Learning Walks will focus on Best Practices used and will be shared with all teachers during WFSG, faculty meetings, and other professional development opportunities.

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

Students repeating fourth grade due to a below "Basic" score in ELA on LEAP or first-time fourth graders identified "at-risk" for performing below the "Basic" level in ELA on the iLEAP may be placed in a reduced numbers classroom setting of 15 or less to receive intensive LEAP-focused instruction.

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

Highly qualified teachers of grades Pre-K - 6 will participate in weekly 30-45 minute grade-level collaborative planning meeting (PEP Rallies) to develop grade-level lesson plans based upon the implementation of Work stations, Guaranteed Curriculum, and WOW framework.

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

Parents will receive information via the school website, Teacher Web, monthly calendars, weekly newsletters, school handbooks, school flyers and phone messaging system.

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

Highly qualified teachers will use computer labs, classroom computers, Promethean Boards, and lap-tops with students Pre-K-6 for integrating technology for instructional strategies and interventions. Students will use computers, the internet, and web-site subscriptions for the implementation of engaging lessons.

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.	Highly qualified teachers will attend Whole Faculty Study Group Meetings at least once per month . Design Team and Pep Rallys will meet once a month. Documentation will be collected in the form of attendance logs and Blackboard Communications. Teachers will be able to communicate with colleagues and administration about questions and concerns they are having. Administrators will attend all WFSG meetings and Design Team Meetings which will allow for immediate feedback. The information gathered at WFSG meetings, Pep Rallys, and Design Team meetings will be collected and used to plan for future School Improvement Activities and professional development.	
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.	Teachers will be provided with a list of professional development opportunities at both the district level and school level regarding student engagement, technology integration, research based instructional strategies, and use of instructional resources. Professional development will be provided on-going throughout the year through WFSG meetings , faculty meetings, Design Team meetings, Pep Rallys, or after school trainings provided by Technology Resource Teacher, Title 1 Technology Teacher, Literacy Coach, on-staff Teachers, or other district personnel with knowledge of the professional trainings. The professional development opportunities will be provided based on the survey of the needs of the teachers and implementation of the training will be monitored through WFSG meetings, Learning Walks, and lesson plans reviewed by administration at least once per month. Feedback will be provided to teachers through WFSG meetings, BlackBoard and other electronic communication. Student work is examined by teaches during WFSG meetings monthly and additional follow-up and professional development is based on needs of teachers and students.	

1.3	New classroom practices are implemented as a result of follow-up support.	Follow-up on the implementation of the professional development trainings will be monitored by the school administrators and RHT through WFSG logs, lesson plans, Pep Rallys, and Learning Walks at least once per month. Feedback on this will be discussed at the group meetings held at least once per month. Student work that results from implementation of the professional development trainings will be examined during WFSG meetigns and Design Team Meetings at least once per month and will be used as a basis for maintaining or adjusting the implementation of the training.
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase School Math CRT Index Score from 96.2 in 2010 to 104.1 in 2012.	Improvement in the area of math constructed response items and Numbers and Number Relations.
1.2	To increase School Math CRT Index Score for SWD from 35.4 in 2010 to 47.6 in 2012.	Improvement in the area of math constructed response items and Numbers and Number Relations.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)	
All students in Pre-K through 6 will engage in mathematics activities daily during Every Day Counts and Every Day Count Partner Games. Every Day Counts is aligned with GLE's and math benchmarks for all students.	
ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)	
All Highly-qualified teachers of grades Pre-K through 6 will participate in Whole Faculty Study Groups a minimum of once a month to support the implementation of School Improvement Plan by examining student work, data, and gaining professional development.	
ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)	
Highly-qualified teachers will plan lessons integrating subject areas by using Thinking Maps, Guaranteed Curriculum, manipulatives, math stations, technology, and other instructional strategies to enhance students' abilities to organize and synthesize information. Any additional resources and materials will be provided.	

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

Highly-qualified Pre-K - 6 teachers will engage students using the WOW design qualities when planning lessons. Any additional instructional resources and materials will be provided.

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

Students repeating fourth grade due to a below "Basic" score in mathematics on LEAP or first-time fourth graders identified "at-risk" for performing below the "Basic" level in mathematics on the iLEAP may be placed in a reduced numbers classroom setting of 15 or less to receive intensive LEAP-focused mathematics instruction.

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

Highly-qualified teachers will administer to all students in grades 2-6 District Math Assessments. Data Analysis will be reviewed and supported during WFSG and Pep Rally planning time. Interventions and other strategies will be discussed using assessments.

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

Highly qualified teachers of grades Pre-K - 6 will participate in weekly 30-45 minute grade-level collaborative planning meetings (PEP Rallies) to develop grade-level lesson plans based upon the implementation of Work stations, Guaranteed Curriculum, and WOW framework.

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

Highly qualified teachers will host a Math Night to provide additional strategies and training to parents and students on the use of technology resources, math activities related to real-life situations, Every Day Counts, and Investigations.

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

Parents will receive information via the school website, Teacher Web, monthly calendars, weekly newsletters, school handbooks, school flyers and phone messaging system.

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

Highly qualified teachers will use computer labs, classroom computers, and lap-tops to all students Pre-K-6 for integrating technology for instructional strategies and interventions. Students will use computers, web-sites, and web-site subscriptions for the implementation of engaging lessons.

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

Highly qualified teachers will implement Math Investigations to provide engaging and real-life, hands-on mathematical activities to all students K-6.

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

Highly-qualified teachers will provide Extended Learning Opportunities for students considered at-risk for scoring below "Basic" on the LEAP. This program will be held 3 days per week for 2 hours each day. Snacks and transportation will be provided. Program is research-based and incorporates technology.

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

Highly-qualified teachers will implement Math Work Stations and Cooperative Learning Groups using differentiated instructional strategies. Students will be engaged in higher order thinking skills and technology-based work stations daily. Teachers will use promethean boards, manipulatives, ActiveVotes, ActiveExpressions, laptops, and other computer-based/internet-based resources and web-based subscriptions.

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

Positive Behavior Support System will be implemented school-wide and supported by CHAMPS Model of Expectations. Students and teachers will recite FAE pledge and FISH philosophy daily during morning announcements. Students will participate in classroom and school CHAMPO celebrations and be rewarded for perfect attendance and citizenship with certificates and business coupons. Students will be honored for Honor Roll with certificates and business coupons.

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

All students and Highly Qualified teachers will participate in Safe and Drug-Free School Activities. Activities will include "Lockdown", "Shelter", and "Evacuate" procedures, Red Ribbon Week, and Fire and Bus Safety.