

School Improvement Plan Folsom Elementary School St. Tammany Parish School System

**Folsom Elementary School
Pre-Kindergarten - Fifth Grade
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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) |
|---|------------|---|
| First grade had the highest percentage of students at benchmark in the fall and spring. | 1 | DIBELS scores, Voyager reports, Project Read reports |
| Math is a strength across grade levels. | 2 | LEAP and ILEAP, Math Checkpoints, STAR Math |
| Attendance and assessment show a trend of improvement over 4 years. | 3 | Principal's Report Card/SPS, STI Reports, NRT and CRT reports |
| There is a decline in the achievement gap for the black and ED subgroups. | 4 | LEAP and ILEAP |
| The suspension rate has declined. | 5 | PBS Data Report |

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 | | First grade had the highest percentage of students at benchmark in the fall and spring. | |
|---|--|---|-----------|
| Domain/Subdomain (Choose One Only) | | --- 510 CIA: Instructional Strategies | |
| Findings (500 Characters) | | Instrument (200 Characters) | Data Type |
| 1. | First grade students who had the highest percentage of students at benchmark in the fall and spring of 2009-10 now have the lowest percentage of intensive students this year in second grade. | DIBELS | Archival |
| 2. | Voyager posttests indicate significant growth in 09-10. | Voyager pre- and post tests | Archival |
| 3. | Reduced number of students referred for Project Read in second grade of 2010-11 | Teacher Recommendations | Archival |

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|---|---|---|------------------|
| Contributing Factor 2 | | Math is a strength across grade levels. | |
| Domain/Subdomain (Choose One Only) | | --- 530 CIA: Assessment Content Structure | |
| Findings (500 Characters) | | Instrument (200 Characters) | Data Type |
| 1. | Students scored higher in Math on LEAP and ILEAP than in other subject areas across grade levels for five years. | LEAP, ILEAP | Archival |
| 2. | Students showed growth in GLE's mastered from Fall 09 to Spring 10 | Math Checkpoints | Archival |
| 3. | The number of students scoring on or above level on STAR Math exceeds the number scoring on or above level on STAR Reading. | STAR Reading | Archival |

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|---|--|---|------------------|
| Contributing Factor 3 | | Attendance and assessment show a trend of improvement over 4 years. | |
| Domain/Subdomain (Choose One Only) | | --- 550 CIA: Other | |
| Findings (500 Characters) | | Instrument (200 Characters) | Data Type |
| 1. | The percentage of absences decreased over a period of four years from 2006-2010. | Principal's Report Card | Archival |
| 2. | Decreased number of absences. | STI | Archival |
| 3. | Assessment scores showed a trend of significant improvement from 2005-2009. | LEAP and ILEAP | Archival |

*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) |
|--|------------|---|
| Third grade and kindergarten students scored lower than other grade levels in ELA. | 1 | DIBELS, STAR Scores, ILEAP |
| The achievement gap for students with disabilities showed a minimal increase for two years. | 3 | School Report Card, LEAP and ILEAP, SAT Logs, Tutoring Logs |
| Social Studies scores are consistently lower than other subjects due to emphasis placed on ELA and Math. | 2 | LEAP and ILEAP, Lesson Plans, Learning Walks |

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 | Third grade and kindergarten students scored lower than other grade levels in ELA. | | |
| Domain/Subdomain (Choose One Only) | --- 510 CIA: Instructional Strategies | | |
| Findings (500 Characters) | Instrument (200 Characters) | Data Type | |
| 1. Third grade and kindergarten both had the lowest percentage of students at benchmark in the spring. | DIBELS | Archival | |
| 2. Third grade and kindergarten had fewer students at or above grade level on STAR Reading scores. | STAR Reading | Archival | |
| 3. Third grade students scored lower in ELA than fifth grade on the ILEAP. | ILEAP | Archival | |

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|---|---|--|------------------|
| Contributing Factor 2 | | Social Studies scores are consistently lower than other subjects due to emphasis placed on ELA and Math. | |
| Domain/Subdomain (Choose One Only) | | --- 510 CIA: Instructional Strategies | |
| Findings (500 Characters) | | Instrument (200 Characters) | Data Type |
| 1. | Social studies scores were lower than other subjects in 08 and 09 in fourth and fifth grades. | LEAP and ILEAP | Archival |
| 2. | Lesson plans indicate disproportional time spent on Social Studies as compared to ELA and Math. | Lesson plans | Archival |
| 3. | Through observation on Learning Walks, emphasis is placed on ELA and Math. | Learning Walk Reports | Archival |

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|---|---|---|------------------|
| Contributing Factor 3 | | The achievement gap for students with disabilities showed a minimal increase for two years. | |
| Domain/Subdomain (Choose One Only) | | --- 510 CIA: Instructional Strategies | |
| Findings (500 Characters) | | Instrument (200 Characters) | Data Type |
| 1. | The achievement gap for students with disabilities showed a minimal increase for two years. | School Report Card | Archival |
| 2. | Increased number of referrals to SAT. | SAT Log | Archival |
| 3. | The number of students with disabilities referred to tutoring programs. | My Reading Coach reports, Project Read Logs, Voyager Logs, LEAP Intervention Logs | Archival |

*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

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|---|--|---|--|
| GOAL 1 | | By 2013-2014, all students will reach high standards, attaining proficiency or better in ELA. | |
| Research-Based Strategy 1: | | <input type="checkbox"/> RTI <input type="checkbox"/> JEPD <input checked="" 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 | Universal Screening and Regular Benchmark Assessment | DIBELS benchmark assessments will be administered three times a year to K-3 students. Results will be analyzed by the Literacy Coach and presented to teachers at WFSG. Teachers will use these results to plan interventions in the classroom and to make recommendations for Project Read, Voyager, and My Reading Coach, Earobics, Intervention tutoring. School administrators will monitor through walk-throughs, observations at WFSG, and data collected from tutoring programs. | |
| 1.2 | Progress Monitoring | DIBELS will be used to Progress Monitor students to assess effectiveness of interventions. This data will be analyzed by the Literacy Coach and disseminated to teachers at WFSG. Teachers will use these results to adjust interventions and make recommendations for Project Read, Voyager, My Reading Coach, Earobics, and Intervention tutoring. School administrators will monitor through walk-throughs, observations at WFSG, and data collected from tutoring programs. | |
| 1.3 | Tiered Interventions | Tiered Intervention will be documented on tutoring logs and on lesson plans. Project Read, Voyager, My Reading Coach, Earobics, Key Links, Mountain Language, and Brainchild will be used to address needs of specific students on a daily basis. School administrators will monitor these interventions through observations, logs, and data collected. Student work will be examined by teachers in study group collaboration monthly to adjust instruction and interventions for students. | |
| OBJECTIVES: (up to six; 150 characters) | | DESIRED OUTCOMES: (150 characters) | |
| 1.1 | To increase School ELA CRT Index Scores in Third through Fifth grades from 100.2 to 106.8 by 2012. | Improvement in the area of read, analyze, and respond to literature in 3 rd - 5th grades. | |
| 1.2 | To increase SWD ELA percent proficiency from 43.8 to 54.5 by 2012. | | |

ACTIVITIES (no more than 20)

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

All students K-5 will engage in Literacy Work Stations based on the principles of WOW and the Guaranteed Curriculum during ELA instruction for 30-45 minutes daily. Any additional resources or materials will be provided.

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

Students in Grades K-2 identified at risk, will receive intervention in the classroom for reading, for 20-30 minutes, 3 days a week. Students in grades 3-5 identified at risk will receive My Reading Coach tutoring, 4 days a week for 45 minutes. Any additional resources or materials will be provided.

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

Students in Grade 4 will receive LEAP Intervention tutoring 2 days a week, for 1.5 hours, after school by 2 highly qualified teachers. Any additional resources or materials will be provided.

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

Highly qualified instructional staff will administer to all students in K-5 reading and writing, pre, post, and progress monitoring assessments from Sept. 2010 to May 2012 including: DIBELS (grades K-3) in September 2010, January 2011, and April 2011, DIBELS progress monitoring (grades K-3) every three weeks, STAR in September 2010, May 2011, and every quarter. Any additional resources or materials will be provided.

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

The Literacy Teacher will meet monthly with all teachers in grades K-5 during Whole Faculty Study Group to review and discuss the student data reports providing opportunity for collaboration and support in the implementation of data-driven instructional decision-making from September 2010 to May 2012. Any additional resources or materials will be provided.

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

All teachers of grades PreK-5 will participate in weekly 30-45 minute grade-level collaborative planning meetings to develop grade-level lesson plans based upon the implementation of Literacy Work Stations and the Guaranteed Curriculum from August 2010 to May 2012. Any additional resources or materials will be provided.

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

Three Marvelous Mondays will be held to educate parents, students and family member of fourth grade students strategies for preparing for and taking the LEAP test. Any additional instructional resources and materials will be provided.

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

On-going staff development will be provided by administration, the Literacy teacher, and outside presenters during the school day, after school, and on staff development days to support Literacy Work Stations, Technology, Math Strategies, principles of WOW, Kagan, the Guaranteed Curriculum and the School Improvement Plan. Any additional instructional resources and materials will be provided.

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

In September 2010, Instructional staff will host an open house event featuring the Promethean Board and other technology instructional aids for all parents and students in grades K-5 at which parents will be engaged with their children in hands-on literacy activities using the Promethean Board and other technology instructional aids. Any additional instructional resources and materials will be provided.

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

In October 2010 and 2011, highly qualified teachers will host an open house event featuring Math activities for all parents and students in grades K-3 at which parents will be engaged with their children in math activities using technology-based informational resource materials. Any additional instructional resources and materials will be provided.

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

In November 2010 and 2011, highly qualified instructional staff will host a Social Studies Showcase for 5th grade in which parents will be engaged with their children in social studies literacy activities. Any additional instructional resources and materials will be provided.

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

In January 2011, highly qualified teachers will host a Science Night training for students and parents on the usage of scientific inquiry and its application to daily life. Any additional instructional resources and materials will be provided.

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

In February, 2011 highly qualified instructional staff will host a Science Fair showcasing scientific inquiry projects. Parents, community representatives will be involved in the presentations. Any additional instructional and resource materials will be provided.

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

Students will be engaged in technology-based Literacy Work Stations daily for 30-45 minutes during ELA, i.e. LeapPads, Reading Rod Mentors, Listening Centers, Promethean Boards, ActiVotes, ActivExpressions, Earobics, Brainchild, and other technology based activities. Students in grades 2-5 will use laptop technology for word processing, editing, publishing, informational searches, reading/writing intervention activities. Any additional instructional resources and materials will be provided.

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

Students in third grade will attend after school tutoring on reading and writing skills for 1.5 hours a day, two days a week with two highly qualified teachers from January, 2011 through April, 2011 and again in January, 2012 through April, 2012. Any additional resources and materials will be provided.

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

At-risk students in 1st and 2nd grades and 504 intervention students receive Project Read instruction from a highly qualified teacher for 45 minutes a day five days a week. Any additional instructional resources and materials will be provided.

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

Students in 1st grade will receive Voyager tutoring for 45 minutes a day four days a week from a highly qualified teacher. Any additional instructional resources and materials will be provided.

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

Students in K-3rd grade will participate in PAWS to READ, a reading program with volunteers from the community to improve their reading fluency and comprehension. Any additional instructional resources and materials will be provided.

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

Teachers will have a cross grade level collaboration meeting during WFSG time to plan for transitions from one grade to the next. Fifth grade teachers will meet with Jr. High teachers to plan for the transition from the elementary to the junior high school. Fifth grade students will visit the Jr. High School to tour the school and meet the teachers. Any additional instructional resources and materials will be provided.

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

Students in 4th and 5th grade who achieve at a higher level will meet weekly after school for 2 hours to engage in enrichment activities facilitated by 2 highly qualified teachers. Any additional resources and materials will be provided.

| | | | |
|---|---|---|--|
| 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 checked="" 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 | Universal Screening and Regular Benchmark Assessment | The results of LEAP and ILEAP tests will be used by teachers to plan lessons and interventions in the classroom. The results will also be used to make recommendations for intervention tutoring as well as enrichment programs. | |
| 1.2 | Progress Monitoring | Checkpoints in Math and STAR Math assessments will be administered to students in first - fifth grades. Teachers will use these results to plan lessons and interventions in the classroom as well as make recommendations for tutoring. | |
| 1.3 | Tiered Interventions | Tiered Interventions will be documented on lesson plans . Mountain Math and Brainchild will be used to address needs of specific students on a daily basis. School administrators will monitor these interventions through observations and data collected. | |
| OBJECTIVES: (up to six; 150 characters) | | DESIRED OUTCOMES: (150 characters) | |
| 1.1 | To increase School Math CRT Index Scores in 3 rd through 5 th grades from 113.7 to 115.8 by 2012. | Improvement in the area of measurement in Grade 4. | |
| 1.2 | To increase SWD Math Percent Proficiency from 56.3 to 64.6 by 2012. | | |

ACTIVITIES (no more than 20)

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

Students in Grade 4 will receive LEAP Intervention tutoring in math 2 days a week, for 1.5 hours, after school by 2 highly qualified teachers. Any additional resources or materials will be provided.

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

The Literacy Teacher will meet monthly with all teachers in grades K-5 during Whole Faculty Study Group to review and discuss the student data reports providing opportunity for collaboration and support in the implementation of data-driven instructional decision-making from September 2010 to May 2012. Any additional resources or materials will be provided.

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

All teachers of grades PreK-5 will participate in weekly 30-45 minute grade-level collaborative planning meetings to develop grade-level lesson plans based upon the implementation of Literacy Work Stations and the Guaranteed Curriculum from August 2010 to May 2012. Any additional resources or materials will be provided.

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

Three Marvelous Mondays will be held to educate parents, students and family members of fourth grade students strategies for preparing for and taking the LEAP test. Any additional instructional resources and materials will be provided.

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

On-going staff development will be provided by administration, the Literacy teacher, and outside presenters during the school day, after school, and on staff development days to support Literacy Work Stations, Technology, Math Strategies, principles of WOW, Kagan, PBS, and the Guaranteed Curriculum. Any additional instructional resources and materials will be provided.

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

In September 2010, Instructional staff will host an open house event featuring the Promethean Board and other technology instructional aids for all parents and students in grades K-5 at which parents will be engaged with their children in hands-on activities using the Promethean Board and other technology instructional aids. Any additional instructional resources and materials will be provided.

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

In October 2010 and 2011, highly qualified teachers will host an open house event featuring Math activities for all parents and students in grades K-3 at which parents will be engaged with their children in math activities using technology-based informational resource materials. Any additional instructional resources and materials will be provided.

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

Students will be engaged in technology-based math Work Stations daily for 30-45 minutes during the day including i.e. LeapPads, Promethean Boards, ActiVotes, ActivExpressions, Brainchild, and other technology based activities. Any additional instructional resources and materials will be provided.

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

At-risk students in third grade will attend after school tutoring in math for 1.5 hours a day, two days a week with a highly qualified teacher from January, 2011 through April, 2011 and then again from January, 2012 through April, 2012 .

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

Students in 4th and 5th grade who achieve at a higher level will meet weekly after school for 1 hour to engage in enrichment activities facilitated by 2 highly qualified teachers from January, 2011 through March, 2012 and then again in January, 2012 through March, 2012. Any additional resources and materials will be provided.

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

Classroom teachers will administer the district Checkpoints in Math assessment in order to plan for differentiated lessons. Any additional resources and materials will be provided.

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

Students in grades 3, 4, and 5 will be provided with test preparation materials to extend learning and review for CRT and NRT. Additional resources and materials will be provided.

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

Teachers will be provided opportunities to attend a variety of professional development inservices after school hours.

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

Teachers will attend educational conferences and bring information back to colleagues to share for Professional Development. Conferences will include (but not limited to): PBS, WOW, RTI, LACUE, KAGAN, NCTM/LCTM, and other district-wide sponsored workshops offered.

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

Family Involvement programs will provide families with opportunities to participate in school activities/planning. They include: Title I Parental Involvement Committee, SIP Committee, Meet and Greet, PTA newsletters, weekly communication by teachers, quarterly principal's letter, Home School Connection letters, FES website, teacher web pages, STI parent access for 4th and 5th grade students. Any additional instructional resources and materials will be provided.

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

Teachers will implement the school wide Positive Behavior Support program to ensure a positive learning environment throughout the school. Any additional instructional resources and materials will be provided.

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

The administrative staff will attend the district's Annual Administrators' Conference as well as monthly meeting with Central Office staff to discuss various topics surrounding school improvement and community involvement. Any additional resources and instructional materials will be provided.

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

Teachers will utilize Blackboard to share best practices. Any additional resources and instructional materials will be provided.

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

Grade level collaboration meetings will be held once a week minimum to reflect upon lessons and plan for engaging lessons. Any additional resources and instructional materials will be provided.

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

Pre-Kindergarten teachers will meet with Head Start staff to plan for transition of students into the LA-4 classes.