

School Improvement Plan Folsom Jr. High School St. Tammany Parish School System

**Folsom Jr. High School
Grades 6-8
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DATA COMPREHENSIVE NEEDS ASSESSMENT & DATA TRIANGULATION: SUMMARY REPORT

Data Triangulation – Strengths & Contributing Factors to Strengths

Part I: Strengths should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see “Tools for Success,” SIP Rubric, Pages 74-76.

STRENGTHS	RANK ORDER	DATA SOURCE (250 Characters)
Attendance	1	Attendance & Dropout Index, Teacher Observations, PBS Data
Discipline	2	Suspension and Dropout Index, Teacher Observations, PBS Data, Parent Questionnaires
Social studies	3	CRT data, Observations, Parent Questionnaires, 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	The expectations for student attendance have been raised and accepted by all stakeholders.		
Domain/Subdomain (Choose One Only)	140 Climate: Student Attendance/Dropout ---		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. Attendance Index has increased 4 years in a row from 85.0 to 93.3	Attendance and Dropout Data	Behavioral	
2. Teachers have observed that more students are attending school	Teacher Observations	Behavioral	
3. The number of students attending PBS rewards for attendance has increased	PBS attendance/tardy rolls	Archival	
4. Dropout index has remained at 200	Attendance and Dropout Data	Archival	

Contributing Factor 2		The school has embraced all aspects of Positive Behavior Support	
Domain/Subdomain (Choose One Only)		120 Climate: Discipline/Positive Behavior ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Total suspension rates dropped 3 years in a row from 17.5% to 14.0%	Discipline Data	Archival
2.	Teachers have observed a decrease in the number of behavior infractions	Teacher Observations	Behavioral
3.	The number of students attending PBS rewards has increased	PBS Data	Archival
4.	Parents feel that the school is a safe environment	Parent Survey	Attitudinal

Contributing Factor 3		Social studies teachers are creating work that is engaging to students	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	School CRT Index grew from 83.5 in 2006 to 85.7 in 2010	CRT Index Trend Data	Archival
2.	Classroom observations indicate an increase in engagement in social studies classrooms.	Observations/SIP Checklists	Behavioral
3.	Parents feel confident about the social studies curriculum	Parent Survey	Attitudinal
4.	The number of students scoring Mastery or higher in Social Studies increased from 4.7% in 2007 to 12% in 2010.	LEAP Data	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)
Mathematics	1	CRT data, Benchmark Assessments, School Performance Report
The Students with Disabilities subgroup is a potential weakness	2	CRT subgroup Trend Data, Teacher Observations, Progress Reports
8 th Grade is a potential weakness across subject areas	3	CRT subgroup Trend Data, LEAP School Performance Report, Teacher Observations

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		Lack of Basic Skills	
Domain/Subdomain (Choose One Only)		--- 520 CIA: Curriculum Content	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Math CRT index scores are the lowest of all subject areas	CRT Index Trend Data	Cognitive
2.	Checkpoints percentages correct are below parish averages for 6 th and 7 th grades	Checkpoints Data 2009-2010	Cognitive
3.	The number of students scoring Mastery or higher in Math is below district and sometimes state average	LEAP & iLEAP School Performance Report	Archival

Contributing Factor 2		Lack of motivation in students with disabilities	
Domain/Subdomain (Choose One Only)		210 Culture: Student Expectations ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	SWD subgroup index scores are consistently much lower than other subgroups	CRT Index Trend Data	Cognitive
2.	Teachers observe that SWD do not participate in class as much as other students	Teacher Observations	Behavioral
3.	Many SWD are not making satisfactory progress	Progress Reports	Archival

Contributing Factor 3		Lack of engagement in students in 8 th grade	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	8 th grade CRT Index scores dropped in all subject areas	CRT Index Trend Data	Cognitive
2.	The number of 8 th grade students scoring Matery or higher is lower than district scores in all subject areas	LEAP School Performance Report	Archival
3.	Teachers have observed that 8 th grade students are not engaged in assignments.	Teacher Observations	Behavioral

*Must list **at least three findings** to justify a weakness

Refer to Louisiana Needs Analysis (LANA) page 56 *Table 52* Domain and Sub domain codes

The identified weaknesses will lead to the goals. The contributing factors will lead to the strategies.

ACTION PLAN

GOALS AND OBJECTIVES

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.	<p>Collaboration takes place each month during learning community meetings where all administration, faculty, and staff members participate. The learning communities are documented through sign ups on GSMU and logs are completed by each group. The logs are then turned in to the principal for review and written feedback is given within the week. Members of the school's design team then use the logs to evaluate learning communities and plan future meetings.</p>	
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.	<p>The administration, faculty, and staff participate in technology, Working on the Work, and curriculum activities during learning communities on a monthly basis and during twice-yearly half-day professional development where student work is examined and best practices are shared. This PD is provided by the administration, RHT, fellow teachers, and/or curriculum specialists depending upon the needs of the individual learning communities which is determined through logs and surveys given to the teachers and paraprofessionals. The administration and school design team monitor the PD and follow-up each month during learning walks using a SIP checklist to determine if further help is needed. Written and verbal feedback of these learning walks are provided to the teachers immediately following the observations. This information is used by everyone involved to plan future meetings and to adjust instruction as needed.</p>	
1.3	New classroom practices are implemented as a result of follow-up support.	<p>The administration and design team members monitor and follow-up with teachers monthly following learning walks. The administration also monitors lesson plans for documentation of new practices each week. Feedback is provided to the teachers verbally and in written form after learning walks and observations have been completed. During subsequent learning communities, teachers bring student work to share with each other to discuss the results of the new practices. This discussion leads to further adjustments in instruction and future professional development plans.</p>	

OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase ELA CRT Index scores in 6 th grade from 91.0 to 98.0.	Improvement in reading comprehension and reading, analyzing, and responding to literature.
1.2	To increase ELA CRT Index scores in 7 th grade from 84.7 to 93.5	Improvement in reading comprehension and reading, analyzing, and responding to literature.
1.3	To increase ELA CRT Index scores in 8 th grade from 93.9 to 100.4	Improvement in reading comprehension and reading, analyzing, and responding to literature.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified ELA teachers will use bell ringers to review skills in reading, conventions of writing, and responding to literature. Reviewing these skills will also help to identify any areas that need re-teaching. Copies, instructional resources, and materials will be provided.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified ELA teachers will provide instruction using the Guaranteed Curriculum, which is content based and aligned with the Louisiana Grade Level Expectations and can be accessed online. Copies, instructional resources, and materials will be provided.

ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
Students identified as "at-risk" (those who scored Approaching Basic or Unsatisfactory on the iLEAP or LEAP tests) will participate in a study skills class and tiered interventions facilitated by highly qualified teachers. Students will use the state tutoring guide, Achieve3000, LEAP Coach, Louisiana Pass, & teacher made materials to help bridge the gap in skills. Copies, instructional resources, and materials will be provided.

ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
Students identified as "accelerated" will participate in honors classes taught by highly qualified teachers which will focus not only on encouraging students to achieve a higher level of success within the classroom, but also will enrich the current curriculum. Copies, instructional resources, and materials will be provided.

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

Highly qualified teachers will create and use measures to determine levels of student engagement following instruction in order to plan future instruction. The engagement measures and subsequent feedback will be shared during monthly learning community meetings. Materials and resources will be provided.

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

The highly qualified ELA teachers and paraprofessionals will participate in monthly job-embedded professional development through learning communities. Logs will be kept, feedback will be given, and the information will be used to plan future PD opportunities. Copies, resources, and materials will be provided.

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

The highly qualified ELA teachers, paraprofessionals, and the librarian will help students choose a variety of texts every other week to read as part of the Accelerated Reader program throughout the school year. Teachers will have students keep a reading log which summarizes who, what, where, when, & why for each chapter of the book being read. Students will have time to read in school and be required to read at home. Copies, instructional resources, and materials will be provided.

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

Highly qualified ELA teachers will utilize graphic organizers and Thinking Maps Software as part of Write from the Beginning on a weekly basis to differentiate learning and help students organize their thoughts and structure their writing. Copies, instructional resources, and materials will be provided.

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

Highly qualified ELA teachers, the librarian, and paraprofessionals will participate in professional development related to technology. The types of PD will include using Word 2007, Promethean boards, Flip cameras, and other technologies to improve instruction and differentiate learning. Copies, instructional resources, and materials will be provided.

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

At the beginning of school, all students will receive an agenda to keep up with school work. The agenda will also have a calendar of events for the parents to view. Teachers and parents will use the agenda as a way of communicating any questions and concerns throughout the school year.

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

The school's website will be updated on a weekly basis to provide news on important events around school. The website provides a calendar of all events, daily cafeteria menus, and sports schedules. Teachers can also include weekly newsletters to keep students and parents informed of assignments and projects.

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

During the first week in May, a student achievement showcase event will be held to exhibit student work gathered during the year and individual students' talents. The Student Showcase will be open to everyone. This student showcase also provides information to incoming 5th grade students and their parents. Any additional instructional resources and materials will be provided.

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

Highly qualified teachers will facilitate the use of Achieve3000, Louisiana Pass, Education City, and Eagle as a tiered intervention for reading improvement.

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

Students will use laptops with word processing capabilities and publishing software to research, write, and edit their own books on poetry. The students will also illustrate their books using digital cameras and/or a scanner. Pictures and illustrations will be uploaded into the computer for use with the word processing and publishing software. Students will culminate the project with a presentation of their books to their parents.

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

Highly qualified teachers will provide instruction in literacy strategies throughout the school year as part of tiered interventions.

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

Eighth grade students will participate in activities throughout the year to help them transition to the high school. Some of the activities include: taking the Explore test and meeting individually with the counselor to discuss the results, "cub day" activities, and preparation of their 5 year plan.

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

Incoming 5th grade students and their parents will be invited to participate in an orientation at the end of the school year to familiarize themselves with the school building, their teachers, the courses, and extra curricular activities they will experience in 6th grade. During the summer, the students and their parents will also be invited to a "meet and greet" to help them become familiar with the school. Copies and materials will be provided.

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

Highly qualified teachers, as per SWPBS will post, teach, and provide students and parents with a copy of their classroom rules, consequences, and rewards. Further information will be found in the school's handbook, the district handbook, and on the school's and district's websites.

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

The PBS committee, made up of highly qualified teachers, paraprofessionals, administrators, parents, and students will meet monthly to review and finalize plans for PBS rewards. Information concerning trends in discipline, tardies, and attendance will be communicated to the faculty and staff during monthly faculty meetings. Copies, resources, and materials will be provided.

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

The principal, assistant principal, RHT, counselor, 6th grade highly qualified teachers, and 8th grade highly qualified teachers will meet with feeder school teachers and administration to help prepare incoming and outgoing students for transition to their new schools. Copies 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 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.	Collaboration takes place each month during learning community meetings where all administration, faculty, and staff members participate. The learning communities are documented through sign ups on GSMU and logs are completed by each group. The logs are then turned in to the principal for review and written feedback is given within the week. Members of the school's design team then use the logs to evaluate learning communities and plan future meetings.	
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.	The administration, faculty, and staff participate in technology, Working on the Work, and curriculum activities during learning communities on a monthly basis and during twice-yearly half-day professional development where student work is examined and best practices are shared. This PD is provided by the administration, RHT, fellow teachers, and/or curriculum specialists depending upon the needs of the individual learning communities which is determined through logs and surveys given to the teachers and paraprofessionals. The administration and school design team monitor the PD and follow-up each month during learning walks using a SIP checklist to determine if further help is needed. Written and verbal feedback of these learning walks are provided to the teachers immediately following the observations. This information is used by everyone involved to plan future meetings and to adjust instruction as needed.	
1.3	New classroom practices are implemented as a result of follow-up support.	The administration and design team members monitor and follow-up with teachers monthly following learning walks. The administration also monitors lesson plans for documentation of new practices each week. Feedback is provided to the teachers verbally and in written form after learning walks and observations have been completed. During subsequent learning communities, teachers bring student work to share with each other to discuss the results of the new practices. This discussion leads to further adjustments in instruction and future professional development plans.	

OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase 6 th grade Math CRT index scores from 80.6 to 90.4	Improvement in Strand 1-Number and Number Relations, Strand 2-Algebra, and Strand 3-Measurement
1.2	To increase 7 th grade Math CRT index scores from 87.1 to 95.3	Improvement in Strand 1-Number and Number Relations, Strand 2-Algebra, and Strand 3-Measurement
1.3	To increase 8 th grade Math CRT index scores from 79.1 to 89.3	Improvement in Strand 1-Number and Number Relations, Strand 2-Algebra, and Strand 3-Measurement

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified math teachers will use ADD math daily as bell ringers to review previously learned math concepts aligned with the state's Grade Level Expectations. Use of bell ringers reinforces previously learned concepts and identifies any areas that need reteaching. Additional copies, materials, and instructional resources will be provided.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified Math teachers will provide instruction using the Guaranteed Curriculum, which is content based and aligned with the Louisiana Grade Level Expectations and can be accessed online. Copies, instructional resources, and materials will be provided.

ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
Students identified as "at-risk" (those who scored Approaching Basic or Unsatisfactory on the iLEAP or LEAP tests) will participate in a study skills class and tiered interventions facilitated by highly qualified teachers. Students will use the state tutoring guide, LEAP Coach, Louisiana Pass, & teacher made materials to help bridge the gap in skills. Copies, instructional resources, and materials will be provided.

ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
Students identified as "accelerated" will participate in honors classes taught by highly qualified teachers which will focus not only on encouraging students to achieve a higher level of success within the classroom, but also will enrich the current curriculum. Copies, instructional resources, and materials will be provided.

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

Highly qualified teachers will create and use measures to determine levels of student engagement following instruction in order to plan future instruction. The engagement measures and subsequent feedback will be shared during monthly learning community meetings. Materials and resources will be provided.

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

The highly qualified math teachers and paraprofessionals will participate in monthly job-embedded professional development focused on math through learning communities. Logs will be kept, feedback will be given, and the information will be used to plan future PD opportunities. Copies, resources, and materials will be provided.

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

Highly qualified math teachers will utilize graphic organizers and Thinking Maps software on a weekly basis to differentiate learning and help students organize their thoughts and structure their answers for constructed response questions.

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

Highly qualified math teachers and paraprofessionals will participate in professional development related to technology in math. The types of PD will include Word 2007, Promethean Boards, Flip Cameras, and other technologies that differentiate learning and improve instruction. Copies, instructional resources, and materials will be provided.

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

At the beginning of school, all students will receive an agenda to keep up with school work. The agenda will also have a calendar of events for the parents to view. Teachers and parents will use the agenda as a way of communicating any questions and concerns throughout the school year.

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

The school's website will be updated on a weekly basis to provide news on important events around school. The website provides a calendar of all events, daily cafeteria menus, and sports schedules. Teachers can also include weekly newsletters to keep students and parents informed of assignments and projects.

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During the first week in May, a student achievement showcase event will be held to exhibit student work gathered during the year and individual students' talents. The Student Showcase will be open to everyone. This student showcase also provides information to incoming 5th grade students and their parents. Any additional instructional resources and materials will be provided.

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

Highly qualified math teachers will facilitate the use of internet resources such as Louisiana Pass, Education City, and Eagle, along with math software to supplement standards-based lessons and provide differentiated instruction and tiered interventions to help students master math concepts.

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

Highly qualified teachers will facilitate the use of graphing calculators, interactive whiteboards, student response systems, and other forms of technology to help students develop math skills using real life situations and provide students with effective and engaging lessons.

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

Eighth grade students will participate in activities throughout the year to help them transition to the high school. Some of the activities include: taking the Explore test and meeting individually with the counselor to discuss the results, "cub day" activities, and preparation of their 5 year plan.

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

Incoming 5th grade students and their parents will be invited to participate in an orientation at the end of the school year to familiarize themselves with the school building, their teachers, the courses, and extra curricular activities they will experience in 6th grade. During the summer, the students and their parents will also be invited to a "meet and greet" to help them become familiar with the school. Copies and materials will be provided.

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

The principal, assistant principal, RHT, counselor, 6th grade highly qualified teachers, and 8th grade highly qualified teachers will meet with feeder school teachers and administration to help prepare incoming and outgoing students for transition to their new schools. Copies and materials will be provided.

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

Students will participate in weekly math constructed response activities through the use of math journals.