

# **School Improvement Plan Fontainebleau High School St. Tammany Parish School System**

**Fontainebleau High School**

**8 - 12**

**100 Bulldog Drive**

**Mandeville, LA 70471**

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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)
% of students scoring Mastery or higher in Math has increased from 38.5% in 07 to 56% in 2010	1	CRT data, subgroup proficiency data, learning walks
% of students scoring Mastery or higher in ELA has increased from 21.2% in 07 to 41% in 2010	2	CRT data, subgroup proficiency data, learning walks
The cohort index has increased 33.5 over the past 4 years.	3	Principal's report card, attendance data, endorsement data
Math has consistently increased over the past 4 years both for 9th and 10th grade.	4	CRT data, NRT data, content strand analysis, learning walks
Social Studies has consistently increased over the past 4 years.	5	CRT data, content strand analysis, learning walks

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.

<b>Contributing Factor 1</b>	% of students scoring Mastery or higher in Math has increased from 38.5% in 07 to 56% in 2010		
<b>Domain/Subdomain</b> (Choose One Only)	--- 520 CIA: Curriculum Content		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. 10 <sup>th</sup> grade math index has shown a 20.7point gain since 06-07	CRT	Cognitive	
2. 9 <sup>th</sup> grade math index has increased by 18.5 since 07-08	NRT	Cognitive	
3. SWD subgroup has increased by 37.4% in math since 06-07	CRT	Cognitive	
4. Black subgroup has increased by 8.12% in math since 06-07	CRT	Cognitive	

<b>Contributing Factor 2</b>		% of students scoring Mastery or higher in ELA has increased from 21.2% in 07 to 41% in 2010	
<b>Domain/Subdomain</b> (Choose One Only)		--- 520 CIA: Curriculum Content	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	9 <sup>th</sup> grade ELA index has improved 10.3 points since 07-08	CRT	Cognitive
2.	10 <sup>th</sup> grade ELA index has increased by 20.3 points since 06-07	CRT	Cognitive
3.	SWD subgroup has increased by 27.3% in ELA since 06-07	CRT	Cognitive
4.	Black subgroup has increased by 13.2% in ELA since 06-07	CRT	Cognitive

<b>Contributing Factor 3</b>		The cohort index has increased 33.5 over the past 4 years.	
<b>Domain/Subdomain</b> (Choose One Only)		120 Climate: Discipline/Positive Behavior ---	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	The highest index score in 08-09 was the Cohort index at 126.6	Principal's Report Card	Archival
2.	Suspension rate and expulsion rate have shown continuous declines over the last 3 years	Principal's Report Card	Behavioral
3.	Number of endorsements has increased from 07-08 to 08-09	Principal's Report Card	Archival
4.	Number of student dropouts declined from 07-08 to 08-09	Principal's Report Card	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)
Science has decreased 3 of the last 5 years.	1	CRT data, content strand analysis, learning walks
The lowest content standard in ELA for the past 8 years has been Strand 5 - read, analyze, and respond to literature	2	CRT data, content strand analysis
Lowest content standard in Math for the past 5 of 7 years has been strand 3 - measurement.	3	CRT data, content strand analysis
Lowest content standard in Science for the past 3 of 5 years has been physical science.	4	CRT data, content strand analysis
Black subgroup showed a slight decline in 09-10 in both ELA and Math.	5	CRT data, subgroup data analysis

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.

<b>Contributing Factor 1</b>	Science has decreased 3 of the last 5 years.		
<b>Domain/Subdomain</b> (Choose One Only)	--- 520 CIA: Curriculum Content		
<b>Findings</b> (500 Characters)	<b>Instrument</b> (200 Characters)	<b>Data Type</b>	
1. 11 <sup>th</sup> grade Science index declined by 6.8 points from 08-09 to 09-10	CRT	Cognitive	
2. Science content strand 2 (physical science) has scored lowest in 05, 07, and 09.	CRT	Cognitive	
3. Comprehensive science task was the lowest score in science at 64%	CRT School Performance Analysis	Cognitive	
4. Science content strand 4 (earth and space science) scored lowest in 04, 06, 08, and 10	CRT	Cognitive	

<b>Contributing Factor 2</b>		The lowest content standard in ELA for the past 8 years has been Strand 5 - read, analyze, and respond to literature	
<b>Domain/Subdomain</b> (Choose One Only)		--- 510 CIA: Instructional Strategies	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	9 <sup>th</sup> grade NRT language index declined by 19.7 from 08-09 to 09-10	CRT	Cognitive
2.	ELA scores have been lower than Math for the past 6 years in both 9 <sup>th</sup> and 10 <sup>th</sup> grades	CRT	Cognitive
3.	SWD subgroup is the lowest in ELA for both 9 <sup>th</sup> and 10 <sup>th</sup> grades	CRT	Cognitive
4.	Two of the lowest subtests for 9 <sup>th</sup> grade iLEAP were writing competently at 65% and spelling at 51%	NRT Sc	Archival

<b>Contributing Factor 3</b>		Lowest content standard in Math for the past 5 of 7 years has been strand 3 - measurement.	
<b>Domain/Subdomain</b> (Choose One Only)		--- 510 CIA: Instructional Strategies	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	10 <sup>th</sup> grade CRT Math measurement was the lowest content strand at 66% in 2010	CRT	Cognitive
2.	9 <sup>th</sup> grade measurement on the iLEAP was 75%	NRT	Cognitive
3.	Constructed Response items for 9 <sup>th</sup> grade iLEAP in Math was 64%	Performance Report Analysis	Cognitive
4.	10 <sup>th</sup> grade CRT Math constructed response was 62%	Performance Report Analysis	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

<b>GOAL 1</b>	<b>By 2013-2014, all students will reach high standards, attaining proficiency or better in reading/language arts.</b>		
<b>Research-Based Strategy 1:</b>		<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	
<b>Indicators of Implementation (250 Characters):</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters):</b>	
<b>1.1</b>	Students strategically learn and transfer knowledge to collaboratively solve problems.	Highly Qualified (HQ) teachers will submit quarterly pacing guides and create weekly lesson plans that incorporate strategies which indicate transfer of learning and problem solving activities as well as cooperative learning activities. Administrators will check for strategies by reviewing plans and through learning walks at least quarterly. Feedback will be shared quarterly with the teachers by administrative response cards and informal conversations. Formal observations are also done yearly. HQ teachers will use feedback to reflect and revise lesson plans. Teachers will also incorporate quarterly engagement measurements into lessons to determine student engagement and revise activities accordingly.	
<b>1.2</b>	Learning tasks often require integrated instruction that is interactive and builds on prior knowledge and incorporates problem-based learning.	Highly Qualified (HQ) teachers will submit quarterly pacing guides and create weekly lesson plans that incorporate interactive activities that build on prior knowledge and involve problem solving learning opportunities. Administrators will check for activities by reviewing plans and through learning walks at least quarterly. Feedback will be shared quarterly with the teachers by administrative response cards and informal conversations. Formal observations are also done yearly. HQ teachers will use feedback to reflect and revise lesson plans. Teachers will also incorporate quarterly engagement measurements into lessons to determine student engagement and revise activities accordingly. HQ teachers will examine student work quarterly to assess lesson effectiveness using rubrics, data analysis, and informal observation. HQ teachers will use the information to reteach and /or revise to meet students' needs.	

1.3	Assessment of Engaged Learning involves performance-based assessments that are reliable, equitable, and have a seamless connection to curriculum and instruction.	Highly Qualified (HQ) teachers will submit quarterly pacing guides and create weekly lesson plans that incorporate performance based assessments. Students will be assessed quarterly by HQ teachers using a variety of performance based assessments as outlined by the district's guaranteed curriculum and the state comprehensive curriculum. HQ teachers will examine student work quarterly to assess student understanding and lesson effectiveness using rubrics, data analysis, and informal observation. HQ teachers will use the information to reteach and /or revise to meet students' needs.
<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)
1.1	To increase school ELA CRT Index scores in grades 9 and 10 from 113.7 to 115.8 by 2012.	Improvement in the area of read, analyze, and respond to literature in grades 9 and 10.
1.2	To increase Students with Disabilities (SWD) subgroup ELA percent proficiency from 52.1% to 61.2% by 2012.	Improvement in the area of read, analyze, and respond to literature for the Students with Disabilities (SWD) subgroup.

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
ELA students will use literacy strategies to annotate both fiction and non-fiction selections.
<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
Job embedded professional development will be conducted focusing on design qualities and creation of engaging lessons.
<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)
Job embedded professional development to support integration of technology as an instructional tool.
<b>ACTIVITY 4</b> (Activities indicated should address all subgroups; 500 Characters)
All ELA students will complete a performance based assessment as a demonstration of identified unit of objectives within the Guaranteed and Comprehensive Curricula.

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

To offer additional support in reading comprehension, a reading literacy course will be used to target reading skills in pre-identified students.

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

To strengthen student competencies in reading and to increase lexile levels of students, Achieve 3000 will be incorporated into the curriculum.

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

School-wide positive support program is used to emphasize grades, behavior choices, and success on high-stakes testing.

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

To promote family/community involvement and support successful transitions from 8<sup>th</sup> to 9<sup>th</sup> grade, an 8<sup>th</sup> grade parent/student night will be held. Parent meetings for each grade will be held to inform parents of programs, classes, and activities at the school. A new student orientation will also be held to aid in the transition.

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

All freshmen are assigned to a Freshman Academy/Team. Team teachers collaborate to create a suspended curriculum and to monitor student progress. The suspended curriculum includes test-taking skills, study skills, organizational skills, and self-advocacy skills.

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

GEE remediation will be offered after school during the months of October and February to assist with test taking strategies. Letters will be mailed to parents informing them of dates and times. All teachers will encourage student attendance.

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

A full time ESL teacher and part-time tutor support the language needs of identified English Language Learners.

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

All students will read, analyze, and respond to various genres of literature and target skills listed in LA GLEs as set forth in the Guaranteed and Comprehensive Curricula.

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

Response to Intervention strategies will be incorporated to differentiate for individual learning and behavioral student needs.

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

Parents/caregivers are encouraged to contact individual teachers by email in an effort to stay abreast of student progress and upcoming assignments. They are also encouraged to visit teacher webpages and STI home to see current grades and how the student is progressing.

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

SWD are supported via the Inclusion Model, which pairs a HQ content teacher and a Special Education certified teacher who collaborate and co-teach.

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

An advisory committee, comprised of department chairmen and administrators, meets monthly to discuss school activities, curriculum, and other issues which arise. Lunch meetings for administrators and teachers are held monthly to discuss school activities, curriculum, and other issues.

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

HQ teachers will incorporate the use of Eagle, an on-line program that offers activities that support the LADOE GLEs for English. The use of Eagle will expose students to questions similar to those on the GEE and EOC.

<b>GOAL 2</b>		<b>By 2013-14, all students will reach high standards, attaining proficiency or better in Math.</b>	
<b>Research-Based Strategy 2:</b>		<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	
<b>Indicators of Implementation (250 Characters):</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters):</b>	
<b>1.1</b>	Students strategically learn and transfer knowledge to collaboratively solve problems.	Highly Qualified (HQ) teachers will submit quarterly pacing guides and create weekly lesson plans that incorporate strategies which indicate transfer of learning and problem solving activities as well as cooperative learning activities. Administrators will check for strategies by reviewing plans and through learning walks at least quarterly. Feedback will be shared quarterly with the teachers by administrative response cards and informal conversations. Formal observations are also done yearly. HQ teachers will use feedback to reflect and revise lesson plans. Teachers will also incorporate quarterly engagement measurements into lessons to determine student engagement and revise activities accordingly.	
<b>1.2</b>	Learning tasks often require integrated instruction that is interactive and builds on prior knowledge and incorporates problem-based learning.	Highly Qualified (HQ) teachers will submit quarterly pacing guides and create weekly lesson plans that incorporate interactive activities that build on prior knowledge and involve problem solving learning opportunities. Administrators will check for activities by reviewing plans and through learning walks at least quarterly. Feedback will be shared quarterly with the teachers by administrative response cards and informal conversations. Formal observations are also done yearly. HQ teachers will use feedback to reflect and revise lesson plans. Teachers will also incorporate quarterly engagement measurements into lessons to determine student engagement and revise activities accordingly. HQ teachers will examine student work quarterly to assess lesson effectiveness using rubrics, data analysis, and informal observation. HQ teachers will use the information to reteach and /or revise to meet students' needs.	

1.3	Assessment of Engaged Learning involves performance-based assessments that are reliable, equitable, and have a seamless connection to curriculum and instruction.	Highly Qualified (HQ) teachers will submit quarterly pacing guides and create weekly lesson plans that incorporate performance based assessments. Students will be assessed quarterly by HQ teachers using a variety of performance based assessments as outlined by the district's guaranteed curriculum and the state comprehensive curriculum. HQ teachers will examine student work quarterly to assess student understanding and lesson effectiveness using rubrics, data analysis, and informal observation. HQ teachers will use the information to reteach and /or revise to meet students' needs.
<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)
1.1	To increase school Math CRT Index scores in 9 <sup>th</sup> and 10 <sup>th</sup> grade from 125.9 to 127.9 by 2012.	Improvement in the area of Measurement in Grade 10
1.2	To increase SWD Math percent proficiency from 65.5% to 72.1% by 2012.	Improvement in the area of Data Analysis, Probability, and Discrete Math in grade 9.

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)	
All math students will utilize literacy strategies and apply mathematical knowledge to read and respond to word problems and complete constructed response items.	
<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)	
All math students will complete performance tasks which engage them in the application of learning to real-world experiences and the integration of technology.	
<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)	
To offer additional support in math comprehension, a math literacy course will be used to target basic and application skills in pre-identified students	

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

HQ Math teachers will Integrate and use the MathExcel program, an on-line tool, to support the guaranteed and comprehensive curricula.

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

HQ teachers will incorporate the use of Eagle, an on-line program that offers activities that support the LADOE GLEs for Math. The use of Eagle will expose students to questions similar to those on the GEE and EOC.

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

Students will math classes will use a variety of activites such as labs, problem-solving, and constructed response items, to address measurement skills and number and number realations concepts.

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

HQ teachers will be given relevant data from the GEE and iLEAP to analyze as a means of revising and differentiating instruction.

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

Teachers regularly collaborate to reflect on best practices, vertical articulation, and cross-curricular activities.

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

Integration and use of technology, such as computers, internet, online databases, cable TV, and on-line programs and available software to collaborate and problem solve using a variety of higher order thinking skills with an emphasis on selected content standards.

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

Development and implementation of extended tutoring program.

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

Implementation of the program "The Power of I"

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

A bi-monthly newsletter is sent home to update parents on activities and the school website is kept current.

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

Parent volunteers are utilized in Student Services, Guidance, Office, Library, and Teacher Support.

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

Blackboard will be used for collaboration between teachers and administration.

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

School wide positive support system is used to encourage attendance, decrease drop-outs, and motivate students which will directly impact classroom instruction.

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

Calls are made to inform parents of student's absence. Personal calls are made when a student misses 3 days or more.

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

Juniors and seniors along with their parents are encouraged to attend the College and Career night to aid in the college/career decision.