

The seal of the Louisiana Department of Education is a large, light gray watermark in the background. It features a central eagle with wings spread, perched on a scroll. The text "STATE OF LOUISIANA" is at the top, "DEPARTMENT OF EDUCATION" is at the bottom, and "CONFIDENCE" is written across the eagle's chest. Two stars are positioned on either side of the eagle.

School Improvement Plan Lakeshore High School St. Tammany Parish School System

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December 10, 2010

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)
Increase in ELA scores for the 10 th graders	1	CRT Index Trends
Achievement gaps for Economically Disadvantaged (ED) and Students with Disabilities (SWD) decreased	2	NRT Index Trends
Increase in ELA 9 th grade Hispanic subgroup	3	NRT Index Trends

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	Increase in ELA scores for the 10 th grade		
Domain/Subdomain (Choose One Only)	--- 520 CIA: Curriculum Content		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. ELA scores increased from 102.7 to 105.3	CRT Index Trends	Cognitive	
2. Strand 1 Read, Comprehend and Respond increased from 71 to 75	Content Standard Analysis	Cognitive	
3. Constructed Response Professional Development Sessions for Teachers	Professional Development	Cognitive	

Contributing Factor 2		Achievement Gaps for Economically Disadvantaged and Students with Disabilities decreased	
Domain/Subdomain (Choose One Only)		--- 530 CIA: Assessment Content Structure	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	ELA Economically Disadvantaged 22.3 to 19.0; Students with Disabilities 50.4 to 39.1; Math Students with Disabilities 43.5 to 33.5	CRT Data	Cognitive
2.	Proficiency Scores: ELA 64.8 to 66.2; Students with Disabilities 36.7 to 46.1 ; Math Students with Disabilities 46.0 to 53.9	CRT Data	Cognitive
3.	Language and Math scores increased from 2008-09 to 2009-10	NRT Index trends	Cognitive

Contributing Factor 3		Hispanic Ninth Grade scores increased in ELA	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	ELA scores increased from 68% to 72 for Hispanic subgroup	NRT Index Trends	Cognitive
2.	Intense reading with Achieve 3000 Reading Intervention Program	iLEAP scores	Cognitive
3.	Peer tutoring	Teacher Observations	Behavioral

*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)
Analyzing Multiple Choices	1	CRT Scores
Reading and responding to literature	2	CRT Scores
Measurement	3	CRT Scores

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 instruction on test taking skills		
Domain/Subdomain (Choose One Only)	--- 510 CIA: Instructional Strategies		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. Multiple choice in math 62% correct	GEE	Cognitive	
2. Social Studies 37% correct	GEE	Cognitive	
3. Multiple choice math current 9 th graders 45%	iLEAP	Cognitive	

Contributing Factor 2	Reading and Responding to Literature		
Domain/Subdomain (Choose One Only)	--- 530 CIA: Assessment Content Structure		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. Read, comprehend and respond current 9 th graders 60%	iLEAP	Cognitive	
2. Reading and responding current current 9 th graders 48%	iLEAP	Cognitive	
3. Writing competently current 10 th graders 62%	GEE	Cognitive	

Contributing Factor 3		Students weak in foundational measurement skills	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Strand 3 measurement current 9 th graders is 29%	iLEAP	Cognitive
2.	Approaching basic or unsatisfactory was 60%	iLEAP	Cognitive
3.	Ninth grade scores decreased 115.7 to 107.8	CRT Index Trends	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 type="checkbox"/> JEPD <input type="checkbox"/> DDD <input checked="" type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL	
Indicators of Implementation (250 Characters):		Procedures for Evaluating Indicators of Implementation (250 Characters):	
1.1	Students strategically learn and transfer knowledge to collaboratively solve problems	Teachers will prepare lesson plans and have documents visible and readily available. All teachers will participate in learning walks which will be conducted twice a month with feedback given to teachers. Engagement assessments will be given to students for teachers to use and evaluate the level of engagement.	
1.2	Learning tasks often require integrated instruction that is interactive and builds on prior knowledge and incorporates problem-based learning.	Teachers design, develop, and evaluate meaningful and relevant learning experiences and assessments incorporating technology in their lessons. During learning walks all teachers will look for integrated instruction that is focused on interactive and problem solving activities. All teachers will participate in learning walks and will use engagement assessments to give feedback. Student Engagement assessments will be collected and results from both teachers and students will be shared with teacher. Time will be given the following day for teachers to reflect on lesson and feedback.	
1.3	Assessment of Engaged Learning involves performance-based assessments that are reliable, equitable, and have a seamless connection to curriculum and instruction.	Rubrics will be used on all performance-based assessments. Teacher collaboration is encouraged and assessments will be done cross-curricular.	
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)	
1.1	To increase Lakeshore High's ELA CRT Index Scores in 9 th -12 th grades from 102.5 to 108.3 by 2012.	Improvement in the area of read, analyze, and respond to literature in grades 9-12.	
1.2	o increase SWD (subgroup) ELA percent proficiency from 46.1 to 56.4 by 2012.	Improvement in the area of read, analyze, and respond to literature in grades 9-12.	

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
ELA students will read, analyze, and respond to literature through various modes of writing assignments and questioning techniques.
ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
All students in ELA will read various genres of literature and target skills listed in Louisiana GLEs as set forth in the Guaranteed and Comprehensive Curricula.
ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
Students will access the curriculum using synthesis, analysis and evaluation using textural material including short stories, poetry, essays and novels.
ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
Students will complete a feedback data sheet to assess engagement on selected lessons.
ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)
Teachers will review student feedback sheets and assess level of student engagement for lessons.
ACTIVITY 6 (Activities indicated should address all subgroups; 500 Characters)
GEE Remediation and Enrichment will be offered after school during the months of October and January- March to assist students with test taking strategies. Letters will be mailed to parents informing them of dates and times. All teachers will encourage student attendance.
ACTIVITY 7 (Activities indicated should address all subgroups; 500 Characters)
Assessment will be conducted with grade level rubrics and performance task assessments. Grade level teachers will compare and analyze student writing samples to standardize the grading process.
ACTIVITY 8 (Activities indicated should address all subgroups; 500 Characters)
Engagement will be attained with writing prompts and activities in the Guaranteed Curriculum which are based on current events, high interest and applicability to ELA topics. Grade level teachers will meet monthly to engage in decision make process.

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

School-wide Showcase - an evening in the spring set aside for parents and community to view the written, visual, and performing works done by students.

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

Articulation meetings will occur with MJH and FJH teachers of core courses to open dialogue between the teachers at the schools to improve student performance.

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

Scheduling Night for incoming students and parents.

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

Curriculum Specialists will provide additional plan period and after school workshops to provide teachers with additional resources and use of technology in the classroom such as Promethian Boards and the use of Blackboard for assignments.

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

Positive behavioral support program (PBS) is implemented school-wide. Positive rewards are being used to mark achievements in grades, behaviors, and success on high stakes testing.

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

Positive support system is used to encourage attendance, decrease drop-out rates, and motivate students which will directly impact classroom instruction. Monthly drawings take place for prizes.

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

All students will participate in Red Ribbon week activities. These activities promote drug awareness and dangers of drinking while driving. Activities are planned throughout the week to promote healthy lifestyles.

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

Students Against Destructive Decisions, SADD, student organization that addresses positive ways to handle troublesome situations, bullying, illegal drugs and crimes

GOAL 2		By 2013-2014, all students will reach high standards, attaining proficiency or better in Math.	
Research-Based Strategy 2:		<input type="checkbox"/> RTI <input type="checkbox"/> JEPD <input type="checkbox"/> DDD <input type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL	
Indicators of Implementation (250 Characters):		Procedures for Evaluating Indicators of Implementation (250 Characters):	
1.1	Students strategically learn and transfer knowlegde to collaboratively solve problems.	Teachers will prepare lesson plans and have documents visible and readily available. All teachers will participate in learning walks which will be conducted twice a month with feedback given to teachers. Engagement assessments will be given to students for teachers to use and evaluate the level of engagement.	
1.2	Learning tasks often require integrated instruction that is interactive and builds on prior knowledge and incorporates problem-based learning.	Teachers design, develop and evaluate meaningful and relevant learning experiences and assessments incorporating technology in their lessons. During learning walks, all teachers will look for integrated instruction that is focused on interactive and problem solving activities. All teachers will participate in learning walks and will use engagement assessments to give feedback. Student Engagement assessments will be collected and results from both, teachers and students, will be shared with teacher. Time will be given the following day for teachers to reflect on lesson and feedback.	
1.3	Assessment of Engaged Learning involves performance-based assessments that are reliable, equitable, and have a seamless connection to curriculum and instruction.	Rubrics will be used on all performance-based assessments. Teacher collaboration is encouraged and assessments will be done cross-curricular.	
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)	
1.1	To increase Lakeshore High's Math CRT Index Scores in 9-12 grades from 114.3 to 116.2 by 2012.	Improvement in the area of strand #3, Measurement, for grades 9-12.	
1.2	To increase SWD Math percent proficiency from 53.9 to 62.6 by 2012.	Improvement in Students with disabilities for Measurement.	

ACTIVITIES (no more than 20)

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

Students in math classes will use a variety of activities such as measurement activities, labs, and constructed response items to stimulate higher order thinking and address skills of measurement and estimation. Math students will access the curriculum which is content based and anchored to the GLEs. Performance tasks will be completed to ensure relevance and incorporate technology.

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

Students will complete a feedback data sheet to assess engagement.

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

Teachers will utilize constructed response test items, student projects and informal assessments to collaborate and plan for future lessons.

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

Teachers will attend professional developments to improve instructional strategies and re-deliver to the faculty. Professional developments will target areas such as: strengthening technology skills and the use of activity based lessons (ABL); analyze results for implementation of individualized instruction and constructed response.

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

Algebra I and Geometry teachers will meet once per month to review student work samples in an effort to identify strengths and weaknesses.

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

School-wide Showcase- an evening in March set aside for parents and community to view the written, visual, and performing works done by students.

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

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

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

Teachers integrate and use all available technology such as computers, internet, online databases, and cable TV to design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context.

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

School-wide positive behavior support program (PBS) is being developed and implemented. Positive rewards are being used to mark achievements in grades, behaviors, and success on high stakes testing.

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

Articulation meetings will occur with MJH and FJH teachers of core courses to open dialogue between the teachers at the schools to improve student performance.

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

Students Against Destructive Decisions (SADD), student organization that addresses positive ways to handle troublesome situations, bullying, illegal drugs and crimes.