

School Improvement Plan Lee Road Junior High School St. Tammany Parish School System

Lee Road Junior High
Pre-K - 8th
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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)
4, 5, 6, 7, and 8 th grade ELA are relative strengths	1	CRT Index, NRT Index, % Proficient Trend Data Analysis
Math is a relative strength.	2	CRT Index, NRT Index, % Proficient Trend Data Analysis
4 th grade is consistently higher than all other grades in all subjects.	3	CRT Index, NRT Index, Subgroup Trend Data Analysis

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		Teachers are creating engaging work for students which has contributed to ELA gains in 4 th through 8 th grade..	
Domain/Subdomain (Choose One Only)		220 Culture: Collaboration ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	All grade levels ,except for 3 rd , showed substantial gain in ELA from 2009-2010.	CRT Index,	Cognitive
2.	Grade 6 index increased 22.6 in ELA from 2009-2010.	CRT Index	Cognitive
3.	In grades 5, 6, and 7 Language showed a steady gain between 2009 and 2010.	NRT Index	Cognitive
4.	In 2005, the whole school subgroup trend data for ELA was 71.2 showing steady increase peaking in 2010 at 81.0.	% Proficient Trend Data Analysis	Cognitive

Contributing Factor 2		Math teachers are working together in grade level groups which has resulted in math scores improving.	
Domain/Subdomain (Choose One Only)		220 Culture: Collaboration ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Math indices in grades 4-7 for 2009-2010 showed growth of 49 or more.	CRT and NRT Index	Cognitive
2.	In grade 7, the CRT Index for math from 2008-2009 to 2009-2010 rose 14.5.	CRT Index	Cognitive
3.	For grades 5, 6, and 7, NRT indices in Math rose with gains of 11.5, 16.2 and 17.5 respectively.	NRT Index	Cognitive
4.	For SWD in Math in grade 6, the gap is 7.1 points less than the gap in ELA and for grade 8 the gap is 12.5 points less than the gap in ELA.	Subgroup Trend Data Analysis	Cognitive

Contributing Factor 3		All stakeholders in fourth grade have high expectations for student achievement resulting in consistently higher achievement.	
Domain/Subdomain (Choose One Only)		260 Culture: Other - Culture ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Grade 4 CRT index is at goal level in ELA	CRT Index Trend Data	Cognitive
2.	Grade 4 sub groups are higher than any other grade level	Subgroup % Proficiency Trends	Cognitive
3.	Grade 4 CRT index is at goal in Math	CRT Index Trend Data	Cognitive

*Must list **at least three findings** to justify Strengths

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

Data Triangulation – Contributing Factors to Weaknesses

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

WEAKNESSES	RANK ORDER	DATA SOURCE (250 Characters)
SWD subgroup is a relative weakness school wide.	1	% Proficient subgroup trend data analysis, IEP Record, and Progress Reports
Student attendance is a weakness school wide.	2	Attendance Index, School Attendance Roster, School Report Card
Grade 3 assessment is a relative weakness.	3	NRT Index, DIBELS, % Proficient Subgroup Trend Data

List the contributing factors from the *archival, attitudinal/perceptual, behavioral, and cognitive data* of the previously identified weaknesses; see “Tools for Success,” SIP Rubric, Pages 74-76.

Contributing Factor 1	SWD subgroup is a relative weakness school wide .		
Domain/Subdomain (Choose One Only)	--- 530 CIA: Assessment Content Structure		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. SWD declined in math from 54.2 (08-09) to 42.4 (09-10).	Subgroup Trend Data Analysis	Cognitive	
2. Grade 3 SWD declined in Reading from 73 (08-09) to 53 (09-10) and in Math from 73 (08-09) to 60 (09-10).	Subgroup Trend Data	Cognitive	
3. Grade 8 ELA for SWD declined from 80 (08-09) to 18.8 (09-10).	Subgroup Trend Data	Cognitive	
4. SWD are performing below grade level	IEP records and Progress Reports	Cognitive	

Contributing Factor 2		Student attendance is a weakness school wide.	
Domain/Subdomain (Choose One Only)		140 Climate: Student Attendance/Dropout ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Attendance indices show a peak of 90.0 in 2006 with a decline below 2007 of 81.6 and 2008 of 75.0 with a slight gain in 2009 to 86.6.	Attendance Index	Archival
2.	Attendance data is adversely affected by parish, district and state livestock shows and hunting season.	School Attendance Rosters	Cognitive
3.	Average daily absences-TBA	School Report Card	Archival
4.	For the year 2007-2009 school attendance is below that of the state: School-86.6/State-91.6	School Report Card	Archival

Contributing Factor 3		Grade 3 assessment is a relative weakness.	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	3 rd grade NRT index scores fall in all subjects from 08-09 to 09-10.	NRT Index	Cognitive
2.	3 rd grade student ED scores dropped in Math from 90 (08-09) to 70.4 (09-10).	% Proficient Subgroup Tend Data	Cognitive
3.	In grade 3, 73 students were DIBELS tested in spring of 09-10 school year; about 1/3 were at risk, 1/3 somewhat at risk, and 1/3 benchmarked	DIBELS	Cognitive
4.	3rd grade NRT Index scores fell in all subjects from 08-09 to 09-10	NRT Index Trend Data	Cognitive

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

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

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

ACTION PLAN

GOALS AND OBJECTIVES

GOAL 1		By 2013-2014, all students will reach high standards, attaining proficiency or better, in Reading/Language Arts.	
Research-Based Strategy 1:		<input type="checkbox"/> RTI <input 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 document in lesson plans how they are teaching for transfer. Administrators will check lesson plans weekly. Administrators will participate in learning walks daily and share commendations weekly. Teachers will use rubrics to assess performance tasks as appropriate. Teachers will use various methods to assess student engagement and adjust lessons as necessary.	
1.2	Learning tasks often require integrated instruction that is interactive and builds on prior knowledge and incorporates problem-based learning.	Teachers will document interactive activities that build on prior knowledge and involve problem solving learning opportunities in weekly lesson plans. Administrators will check lesson plans weekly. See above.	
1.3	Assessment of Engaged Learning involves performance-based assessments that are reliable, equitable, and have a seamless connection to curriculum and instruction.	Performance-based assessment will be documented by teachers as required by the GC and district checkpoints. Teachers will use this data to adjust lessons to enhance student performance.	
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)	
1.1	To increase School ELA CRT Index Scores in all grades from 106.8 to 111.2 by 2012.	Improvement in the area of read, analyze, and respond to literature in all grades.	
1.2	To increase SWD ELA percent proficiency from 44.0 to 54.6 by 2012.	Improvement in the area of read, analyze, and respond to literature in all grades.	

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Voyager Program-First grade students indentified as "at risk" for reading difficulties will receive intervention in small groups (4-5 students) with a tutor (highly qualified certified teacher) in the Voyager Passport Program. Any additional instructional resources and materials will be provided.
ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
DIBELS will be used to monitor progress of students in grades K-3. Any additional instructional resources and materials will be provided.
ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will meet monthly with WFSG and in Design team to develop habits of reflective teaching through the WOW frame work for improving student engagement.
ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
My Reading Coach will be used with at risk students in grades 2, 3 and 4. Any additional instructional resources and materials will be provided
ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)
Earobics will be used for at risk students in grades K-3. Any additional instructional resources and materials will be provided.
ACTIVITY 6 (Activities indicated should address all subgroups; 500 Characters)
Literacy strategies will be used across the curriculum. These strategies include the use of art, puppets, story kits, phonemic awareness, dry erase boards, flannel boards and manipulatives to engage students. Students will measure their own engagement with selected lessons.
ACTIVITY 7 (Activities indicated should address all subgroups; 500 Characters)
A highly qualified certified teacher will be provided to work with 20 at risk 4 year old children. She will be provided any necessary additional resources and materials.
ACTIVITY 8 (Activities indicated should address all subgroups; 500 Characters)
Tutoring is provided for students as needed, both during the day and after school, by highly qualified teachers.

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

At risk junior high students are provided with a mentor. Also, buddy classes of older students helping younger students give at risk students the opportunity to make a difference and develop a sense of pride.

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

Black Stallion field trip (1st and 5th grade) will assist in making the reading curriculum meaningful.

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

Highly qualified teachers may attend conferences designed to improve literacy or request 1/2 day of grade level collaboration to improve literacy. Substitutes will be provided for collaboration time.

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

Using the Guaranteed Curriculum students will use Thinking Maps, Kagan techniques and materials, instructional differentiation, field trips, and also demonstrate the ability to use higher order thinking skills in context, apply reasoning skills to life experiences, evaluate point of view, distinguish fact from opinion, determine cause and effect, generate inquiry, and relate to real life situations across a variety of texts.

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

Reading Counts will be used in grades 1-8 and library books will be purchased to supplement this program.

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

A highly qualified teacher will be housed in one computer lab to work with K-5 students once a week for a designated amount of time to reinforce skills covered by classroom teachers. A second lab will be used by classes as needed. The teacher will be furnished with the necessary equipment and supplies to maintain the lab. Daily announcements will be broadcast to all classes. Weekly newsletters will be sent to all staff members via Blackboard postings. Mobile laptop labs are available for check out.

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

Meet and Greet will be held prior to school opening. Open House, Pre-K -3 family breakfasts and class visits will be held during the first semester. Monthly newsletter will be sent home. During Family Literacy Nights, parents will be given activities and resources to help their child succeed academically. Parents will also have an opportunity to hear guest speakers along with their children.

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

On Louisiana Day, eighth grade career day, and at the fifth grade manners luncheon, community speakers will address students on a variety of topics of local interest. Joined National Network of Partnership Schools to enhance parent, family and community involvement. Parents will have access to view child's grade through STI. Quarterly awards will be given to students who succeed academically. Home and School Connection sheets and newsletters will be sent home monthly.

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

Purple folders will be sent home weekly. Teacher Web will be purchased to facilitate home-school connection. FROG family fun packs will be sent home weekly with students. A web subscription to Tumblebooks library with home access will be purchased. A virtual field trip will be presented to parents during Literacy /Numeracy Night to demonstrate the power of technology as a tool of student engagement. A subscription to Brainpop will be purchased for instruction.

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

Teachers will plan collaboratively to use technology to engage students by the use of the Promethean Board, Reading Counts program, flip cameras, headphones with microphones for use in creating digital stories, "e" field trips, Kidspiraton and/or Inspiration, Webquests, webcams, ePals, Reading Coach, Beyond Question student response system, Brain Pop, Tumblebooks, collaborative planning and various Internet resources. IXL Math will be purchased to enhance math skills. Any additional instructional resources and materials will be provided .

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

A Positive Behavior Committee will meet monthly. Awards, parties, and luncheons will be held in honor of all who are connected to the school. Ripple Effects software will be used to encourage positive behavior. Any additional resources and materials will be provided.

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

Pre-K-8th grade students will participate in daily activites designed to promote an enduring, healthy, drug-free lifestyle. Any additional instructional resources and materials will be provided.

GOAL 2		By the year 2013-14, 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 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 document in lesson plans how they are teaching for transfer. Administrators will check lesson plans weekly. Administrators will participate in learning walks daily and share commendations weekly. Teachers will use rubrics to assess performance task as appropriate. Teachers will use various methods to assess student engagement and adjust lessons as necessary.	
1.2	Learning tasks often require integrated instruction that is interactive and builds on prior knowledge and incorporates problem-solving learning.	Teachers will document interactive activities that build on prior knowledge and involve problem solving learning opportunities in weekly lesson plans. Administrators will check lesson plans weekly. See above.	
1.3	Assessment of Engaged Learning involves performance-based assessments that are reliable, equitable, and have a seamless connection to curriculum and instruction.	Performance-based assessment will be documented by teachers as required by the GC and district checkpoints. Teachers will use this data to adjust lessons to enhance student performance.	
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)	
1.1	To increase school Math NRT and CRT scores school wide by 2012.	Bt 2012, school Math CRT Index scores will increase from 108.5 to 112.4 and school Math NRT Index scores will increase from 81.0 to 84.6.	
1.2	To increase SWD Math percent proficiency from 42.4 to 53.	SWD will improve in the area of Math in all grade levels.	

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Every student K-6 th will be exposed to Everyday Math Counts. Students in grades 1 st -8 th will use ADD daily.
ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Tutoring will be offered to students in grade 2-5. This may be during the day or after school. Any additional instructional resources and materials will be provided.
ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
Manipulatives such as dry erase boards, math dice, Kagan materials, etc. will be used to engage students. Any additional instructional resources and materials will be provided.
ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
A highly qualified teacher will be provided to work with 20 at risk 4 year old children. She will be provided with necessary supplies.
ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)
At risk junior high students are provided with a mentor. Also, buddy classes of older students helping younger students give at risk students the opportunity to make a difference and develop a sense of pride.
ACTIVITY 6 (Activities indicated should address all subgroups; 500 Characters)
Using the GC, highly qualified teachers will incorporate problem solving methodology from Math Solutions, INTECH, DI workshops into math, science, and social studies lesson plans to teach problem solving skill in real-life situations such as the "Butterfly Garden" and "KinderGarden" in Pre-K 3 rd , science classes in Grades 6-8, 4-H Clubs in Grade 4-8, FFA in grades 7-8 and the schoolwide Wetlands Project. Any additional instructional resources and materials will be provided.
ACTIVITY 7 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will attend PD activities in WFSG and after school focusing on the use of strategies that enhance student engagement such as Kagan, cooperative learning activities, Promethean boards and student response systems. Any additional instructional resources and materials will be provided.

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

Highly qualified teachers may attend PD opportunities and conferences. Four Kindergarten teachers will attend a Kindergarten conference. Two teachers will attend Kagan training. One staff member will attend LaCue conference to keep abreast of current technological innovations.

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

Tech Tuesdays held monthly after school will offer PD in Promethean board, Digital storytelling, webcams, and other activities to engage students through technology. Any additional instructional resources and materials will be provided.

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

Meet and Greet will be held prior to school opening. Open House, Pre-K - 3 Family breakfasts, and class visits will be held during the first semester. Monthly newsletters will be sent home. Assignment planners will be issued to all students in grades 3-8 to facilitate homework completion and parent-teacher communication. During Family Literacy Nights, parents will be given activities and resources to help their child succeed academically.

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

On Louisiana Day, eighth grade career day, and at the fifth grade manners luncheon, community speakers will address students on a variety of topics of local interest. Joined National Network of Partnership Schools to enhance parent, family, and community involvement. Parents will have Internet access to view child's grades through STI. "Home and School Connection" sheets and newsletters will be sent home monthly. A yearly calendar of activities will be provided to all families.

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

Purple folders will be sent home weekly with every child as a vehicle to facilitate home-school connection. A web subscription to Tumblebooks library with home access will be purchased. A virtual field trip will be presented during Literacy Night demonstrating the use of technology as a tool of student engagement.

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

Highly qualified teachers will use Promethean boards, flip cameras, field trips, graphing calculators, webcams, ePals, student response systems, and document cameras with instruction. Any additional instructional resources and materials will be provided.

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

A highly qualified teacher will be housed in one computer lab to work with K-5 students once a week for a designated amount of time to reinforce skills covered by classroom teachers. A second lab will be used by classes as needed. The teacher will be furnished with the necessary equipment and supplies to maintain the lab. Daily announcements will be broadcast to all classes. Weekly newsletters will be sent to all staff members via Blackboard postings. Mobile laptop labs are available for checkout.

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

A Positive Behavior Committee will meet monthly. The positive discipline program will emphasize character education and citizenship skills. Simple rules will be developed, implemented, and consistently enforced throughout grades Pre-K-8. Positive behavior will be rewarded. Students will earn LRS bucks for positive behavior, which can be used to purchase age-appropriate rewards. Awards, parties, and luncheons will be held in honor of all who are connected to the school. Any additional instructional resources and materials will be provided.

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

Pre-K-8th Grade students will participate in daily activities designed to promote an enduring, healthy, drug-free lifestyle. Any additional instructional resources and materials will be provided.

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

New parent and Kindergarten orientation will be held prior to the start of the new school year to welcome parents, explain student expectations and answer questions. Pre-K to K transition orientation will be held in the spring.

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

8th grade will participate in ACT Explorer testing, Cub Day at CHS, and scheduling activities.