

The background features a large, faint watermark of the Louisiana Department of Education seal. The seal is circular and contains the text "STATE OF LOUISIANA" at the top, "UNION OF JUSTICE" in the center, "DEPARTMENT OF EDUCATION" at the bottom, and "CONFIDENCE" at the very bottom. Two stars are positioned on the left and right sides of the seal.

School Improvement Plan Little Oak Middle School St. Tammany Parish School System

**Little Oak Middle School
4th, 5th and 6th
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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)
Assessment school index	1	CRT/NRT Test Scores. Observations. Learning Walks.
ELA scores for 4 th and 6th grades	2	CRT/NRT Test Scores. Observations. Learning Walks.
Asian/ Pacific Islander score higher in ELA and Math	3	Subgroup data analysis. Observations. 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.

Contributing Factor 1	Assessment School Index Score		
Domain/Subdomain (Choose One Only)	--- 520 CIA: Curriculum Content		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. All subjects for CRT indexes have increased for 3 years.	CRT Scores	Archival	
2. Administration and Highly Qualified Teachers observe students engaged in lessons aligned to the Comprehensive Curriculum.	Learning Walks	Archival	
3. School's assessment scores are higher compared to attendance.	Principal Report Card	Cognitive	

Contributing Factor 2		ELA scores for 4 th and 6 th grades	
Domain/Subdomain (Choose One Only)		--- 610 PD: Instructional Focus	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	ELA scores were higher when compared to math scores	CRT scores	Cognitive
2.	Administration and Highly Qualified Teachers observe students engaged in lessons aligned to the Comprehensive Curriculum.	Observations	Archival
3.	92.8% of administrators and Highly Qualified Teachers believe that our faculty does a good job teaching ELA.	Survey	Attitudnal
4.	Language scores were higher when compared to reading and math	NRT scores	Archival

Contributing Factor 3		Asian/Pacific Islander Subgroup Scores	
Domain/Subdomain (Choose One Only)		260 Culture: Other - Culture ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Highest percent proficient subgroup scores for 4 years	Subgroup Data	Archival
2.	Administration and Highly Qualified Teachers observe students engaged in lessons aligned to the Comprehensive Curriculum.	Observation	Archival
3.	Administrators and Highly Qualified Teachers observed Tier Interventions to ensure success for all students.	Learning Walks	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)
6 th grade suspension rate higher than 4 th and 5 th grades	1	Data template. Referrals. District Behavior Information
Students with Disabilities in Math are scoring lower than in ELA	2	Subgroup data. Observations. Learning Walks. Achievement Gap Analysis. Strand Analysis.
Social Studies is a weakness across all grades.	3	CRT Test Scores. Observations. Learning Walks.

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

Contributing Factor 1	6th grade suspension rate higher than 4th and 5th grades		
Domain/Subdomain (Choose One Only)	120 Climate: Discipline/Positive Behavior ---		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. 6 th grade had more suspensions than 4 th and 5 th grades	Data template	Archival	
2. 6 th grade had more student referrals in the area of willful disobedience than 4 th and 5 th grades.	School Referrals	Behavioral	
3. 6 th grade had fewer caught being good students reported on a monthly basis.	Monthly district report	Behavioral	

Contributing Factor 2		Students with Disabilities score in Math for grades 4, 5, and 6.	
Domain/Subdomain (Choose One Only)		--- 520 CIA: Curriculum Content	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Students With Disabilities score lower in math when compared to all other subgroups	Subgroup Data	Cognitive
2.	Students With Disabilities have a larger achievement gap in math compared to other subgroups	Achievement Gap Analysis	Archival
3.	Students With Disabilities perform on a lower grade level	Observations/Learning Walks	Archival

Contributing Factor 3		Social Studies is a weakness across all grades.	
Domain/Subdomain (Choose One Only)		220 Culture: Collaboration ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Social Studies is lowest index score since 2007.	CRT	Cognitive
2.	Administration observes more attention needed to designing engaging lessons.	Observations/Learning Walks	Archival
3.	Geography strand lower in 4 th and 6 th grades.	Strand Analysis	Archival

*Must list **at least three findings** to justify a weakness
Refer to Louisiana Needs Analysis (LANA) page 56 Table 52 Domain and Sub domain codes

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

ACTION PLAN

GOALS AND OBJECTIVES

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.	The Administrative staff will monitor weekly lesson plans using a checklist. Observe through the Learning Walks, Articulation, and Teachers Collaboration. Highly Qualified Teachers will do monthly reflections to address student engagement to better meet their students' needs.	
1.2	Learning tasks often require integrated instruction that is interactive and builds on prior knowledge and incorporates problem-based learning.	The Administrative staff will monitor weekly lesson plans using a checklist. Observe through the Learning Walks, Articulation, and Teachers Collaboration. Highly Qualified Teachers will review student's responses on pre-designed, grade appropriate constructed lessons to maximize instruction through differentiated lessons and small groups. Rubrics and other assessment methods will be used to assess student comprehension and response by making connections with real-life situations across a variety of texts.	
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 Teachers will review student's responses on pre-designed, grade appropriate constructed lessons to maximize instruction through differentiated lessons and small groups. Rubrics and other assessment methods will be used to assess student comprehension and response by making connections with real-life situations across a variety of texts.	
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)	
1.1	To increase ELA CRT Index Scores in Grades 4 from 123.3 to 125.3 by 2011: 5 from 116.2 to 117.2 by 2011: and 6 from 118.2 to 118.6 by 2011.	Improvement in the area of read, analyze, and respond to literature in grades 4, 5, and 6.	
1.2	Subgroup-White: 89.5 to 90.6, Black: 76.1 to 78.5, ED: 77.9 to 80.1 , SWD:66.9 to 70.2, LEP: N/A to N/A	Improvement with the students with disabilities percent proficient score.	

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Highly Qualified Teachers will develop lesson plans using various strategies for working with students with reading/lanaguage arts skills and reading comprehension to improve student achievement in these areas. Instruction will be maximized through differentiated lessons and small groups.
ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Reading and interpreting data, charts and graphs will be addressed using a variey of activities, as well as technology. Highly Qualified Teachers will develop classroom use of extended response and rubrics to improve comprehension skills. Strategies will be explored for reading fiction and non fiction text to increase comprehension.
ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
Students will create thinking maps both as part of group activities & independently to demonstrate the ability to use higher order thinking skills in context by using comprehension strategies to sequence, predict, draw conclusions, and make inferences.
ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
Students will use Thinking Maps they have created to provide written response to what was read (Write From the Beginning). All Highly Qualified Teachers will promote participation in Accelerated Reading. They will encourage students to read more and discuss what they have read.
ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)
Highly Qualified Teachers will develop lesson plans aligned to the content standards, grade level expectations, and Guaranteed Curriculum with emphasis on reading, interpreting, analyzing, synthesizing, evaluating, comprehension, and writing. These lessons will provide effective instructional and intervention strategies and materials to meet the needs of each student.
ACTIVITY 6 (Activities indicated should address all subgroups; 500 Characters)
Student engagement will be maximized through small groups and a variety of teaching and learning strategies. Highly Qualified Teachers will present lessons which teach students the processes needed to organize & respond to information in text using Thinking Maps. They will also help students make written response to text using Thinking Maps which have been created.

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

Instructional delivery by Highly Qualified Teachers will be developmentally appropriate and focused on higher order thinking strategies through cooperative learning activities requiring the application of knowledge in real-life situations.

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

A written transition plan exists to facilitate major transitions, grade to grade, school to school, also to include individualized positive behavior support strategies all based on individual student needs.

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

Students will increase their ability to comprehend through Tiered interventions using some of the following programs: Reading Coach, Achieve 3000, ORCHARD, Study Island, and Eagle.

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

Tiered interventions will be provided for at risk students and students with disabilities. Activities will be provided for by the highly qualified teacher, Teacher Assistance Team /Student Assistance Team and Positive Behavior Team.

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

Data from Checkpoints in Reading will be used by Highly Qualified Teachers to increase comprehension skills.

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

Promethean boards, document cameras, listening centers, and computers will be used to strengthen reading comprehension for a better understanding of the Social Studies curriculum.

GOAL 2		By 2013-2014, all students will reach high standards, attaining proficiency or better in Math.	
Research-Based Strategy 2:		<input checked="" 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	Universal Screening and Regular Benchmark Assessment	Highly Qualified Teachers will use Universal Screeners (2 times a year), Checkpoints in Math (4 times a year), Star Tests (2 times a year), and Performance Task at the end of each unit. Results are used to better meet students needs. Administration will use observations, lesson plans, Walkabouts, as well as, Data Assessment to follow up with Highly Qualified Teachers.	
1.2	Progress Monitoring	Highly Qualified Teachers will use Universal Screeners (2 times a year), Checkpoints in Math (4 times a year), Star Tests (2 times a year), and Performance Task at the end of each unit. Results are used to better meet students needs. Teacher Assistance Team/Student Assistance Team analyze special needs students, monitored by Instruction Interventionalist. Administration will use observations, lesson plans, Walkabouts, as well as, Data Assessment to monitor and follow up with Highly Qualified Teachers.	
1.3	Tiered Interventions	Teacher Assistance Team/Student Assistance Team document results from Highly Qualified Teacher packs. Data forms, spreadsheets, and analysis from LEAP/iLEAP are also used. Interventions are shared with Highly Qualified Teachers as needed. (Articulation/Collaboration) Reading Coach, SRA, Achieve 3000, Study Island, ORCHARD, EAGLE, and AR are used to aid those specific students. Administration uses meetings, documentation, observation, lesson plans to monitor Tiered Interventions and provide feedback.	
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)	
1.1	To increase Math CRT Index Scores in Grades 4 from 119.0 to 119.2 by 2011: 5 from 121.7 to 123.7 by 2011: 6 from 114.6 to 116.0 by 2011.	Improvement in the area of patterns relations, and functions in grades 4, 5, and 6.	
1.2	Subgroup - White: 88.3 to 90.3 by 2011. Black: 70.3 to 73.3 by 2011. ED: 77.2 to 79.5 by 2011. SWD: 6 7.0 to 70.3 by 2011. LEP: N/A to N/A.	Improvement with the students with disabilities percent proficient score.	

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Highly Qualified Teachers will provide opportunities for students to engage in active learning that promotes critical thinking, problem solving, patterns, relations, and functions.
ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Highly Qualified Teachers will use data to improve student achievement through effective differentiated instruction.
ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
Tiered Intervention will be provided for at risk students. Activities will be provided by the Highly Qualified Teacher and the Teacher Assistance Team/Student Assistance Team, and Positive Behavior Team.
ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
Highly Qualified Teacher collaboration will be utilized as a means to share lessons, ideas, and activities, as well as , create new ones addressed in the Guaranteed Curriculum.
ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)
Students will increase math skills through Tiered Interventions using some of the following programs: Reading Coach, Achieve 3000, ORCHARD, Study Island, and EAGLE.
ACTIVITY 6 (Activities indicated should address all subgroups; 500 Characters)
Data from Checkpoints in Math will be used by Highly Qualified Teachers to increase math skills.
ACTIVITY 7 (Activities indicated should address all subgroups; 500 Characters)
A written transition plan exists to facilitate major transitions, grade to grade, school to school, also to include individualized positive behavior support strategies all based on individual student needs.

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

Promethean boards, document cameras, listening centers, and computers will be used to strengthen an understanding of math concepts in all grades.

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

Every Day Counts calendar math curriculum will be used at all grade levels to promote discussions and explorations of critical math concepts and meaningful practice of basic skills.

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

Highly qualified teachers will assess students using constructed response items on formal and informal evaluations of problem solving. Students will be given instructions on the components of how to answer constructed response items effectively.

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

Special education students identified through the "Framing" process to be at risk will receive intervention in small groups in the classrooms by the highly qualified teachers.

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

All math literacy activities are supported through teacher professional development, articulation, family involvement, and technology.