

The seal of the Louisiana Department of Education is a large, faint watermark in the background. It features a central eagle with wings spread, perched on a globe. The eagle is surrounded by a circular border containing the text "DEPARTMENT OF EDUCATION" at the bottom and "CONFIDENCE" at the top. Two stars are positioned on the left and right sides of the seal.

School Improvement Plan Madisonville Junior High School St. Tammany Parish School System

**Madisonville Junior High School
Grades 4-8
106 Cedar Street
Madisonville, LA 70448
Frances Stafford Shea
985-845-3355
frances.shea@stpsb.org**

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)
STRENGTH #1: ELA/Reading across grades indicates subject level strength.	1	CRT/NRT scores
STRENGTH #2: Decrease in suspension rates over three year period.	2	Decrease in suspension rate from 5.4% in '08 to 0.9% in '10, increase in attendance index 2005 100 to 2010 110.2, 2006-2010 zero expulsion rate
STRENGTH #3: Decrease in achievement gap between Black and Whole School proficiency in both ELA and Math.	3	ELA achievement gap decrease for Black '08 17.3 to '10 11.1, Math achievement gap '08 38.2 to '10 18.9 for Black,

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		STRENGTH #1: ELA/Reading across grades indicates subject level strength.	
Domain/Subdomain (Choose One Only)		220 Culture: Collaboration ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	FINDING #1: School CRT index '05 99.7 to '10 112.7, highest index across subjects	CRT/NRT Index Trend Analysis	Cognitive
2.	FINDING #2: At goal in 5 th , 6 th , and 7 th Lang NRT index	CRT/NRT Index Trend Analysis	Cognitive
3.	FINDING #3: Black ELA Whole school '05 68.8 to '10 74.0	CRT/NRT subgroup Analysis	Cognitive

Contributing Factor 2		STRENGTH #2: Decrease in suspension rates over three year period.	
Domain/Subdomain (Choose One Only)		120 Climate: Discipline/Positive Behavior ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	FINDING #1: Decline in suspension rate from 5.4% in '08 to 0.9% in '10.	Louisiana Schools Discipline/Attendance Data	Behavioral
2.	FINDING #2: Increase in attendance rate from 100 in '05 to 110.2 in '10.	Louisiana Schools Discipline/Attendance Data	Archival
3.	FINDING #3: Four year 0.0 expulsion rate '06- '10.	Louisiana Schools Discipline/Attendance Data	Behavioral

Contributing Factor 3		STRENGTH #3: Decrease in achievement gap between Black and Whole School subgroup	
Domain/Subdomain (Choose One Only)		240 Culture: Cultural Competency ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	FINDING #1: ELA achievement gap decrease Black from 17.3 in '08 to 11.1 in '10.	CRT/NRT subgroup analysis	Cognitive
2.	FINDING #2: Math achievement gap decrease Black from 38.2 in '08 to 18.9 in '10.	CRT/NRT subgroup analysis	Cognitive
3.	FINDING #3: Increase in ELA all subgroups CRT index from 99.7 in '05 to 112.7 in '10.	CRT/NRT subgroup analysis	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)
WEAKNESS #1: Subject level weakness in the area of Mathematics whole school.	1	CRT/NRT scores
WEAKNESS #2: SWD subgroup weakness in ELA and Math.	2	CRT/NRT scores
WEAKNESS #3: Whole school weakness in the area of social studies.	3	CRT/NRT 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	WEAKNESS #1: Subject level weakness in the area of Mathematics whole school.		
Domain/Subdomain (Choose One Only)	160 Climate: Other - Climate 730 Resources: Personnel		
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	FINDING #1: Proficiency levels from '05-'10 indicate percentage of math proficiency lower than ELA for six consecutive years.	CRT/NRT subgroup analysis	Cognitive
2.	FINDING #2: SWD from 57.1 in '08 proficient to 44.2 proficient in '10.	CRT/NRT subgroup analysis	Cognitive
3.	FINDING #3: ED from 69.8 proficient in '08 to 66.5 proficient in '10.	CRT/NRT subgroup analysis	Cognitive

Contributing Factor 2		WEAKNESS #2:SWD subgroup weakness in ELA and Math.	
Domain/Subdomain (Choose One Only)		260 Culture: Other - Culture 810 System Issues: Economic, Demographic, Social	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	FINDING #1:SWD whole school achievement gap of 37.7 ELA.	CRT/NRT subgroup analysis	Cognitive
2.	FINDING #2:SWD whole school achievement gap of 33.6 math.	CRT/NRT subgroup analysis	Cognitive
3.	FINDING #3:SWD lowest percent proficient as compared to other subgroups, 46.3 ELA/whole school, math whole school 44.2.	CRT/NRT subgroup analysis	Cognitive

Contributing Factor 3		WEAKNESS #3: Whole school weakness in the area of social studies.	
Domain/Subdomain (Choose One Only)		--- 520 CIA: Curriculum Content	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	FINDING #1: whole school CRT index '10 social studies lowest subject score of 100.2.	CRT/NRT subgroup analysis	Cognitive
2.	FINDING #2: In three of the last five years, 7 th grade social studies has the lowest CRT index score than all other grade levels.	CRT/NRT subgroup analysis	Cognitive
3.	FINDING #3: CRT subject index trend indicate an erratic pattern of ups and downs in proficiency levels, ranging between 86.8 and 106.8.	CRT/NRT subgroup 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

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	*Collaboration through WFSG meetins, Design Team meetings, PBS meetings, small group job-embedded faculty study (all teachers/Adm.), Grade level meetings.* Sign-in sheet, observations. *Information gathered from meetings are posted on Bb with follow-up and discussion on Bb.
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.	*WFSG on Differentiated Instruction/Lesson Design Qualities/State Literacy Standards. *Design Team on Core Task/ Collegial Conversation. * Grade/subject meetings on DI.*
1.3	New classroom practices are implemented as a result of follow-up support.	Teacher Snapshots Evaluations Formal and Informal, documented performance based assessments as required by the GC and district checkpoints.
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase school ELA CRT index scores from 112.7 to 115.1 in 2012.	Students in the 8 th grade will improve in the area of read, analyze, and respond to literature. (NOTE:MJH will not have a 4 th grade in 2011).
1.2	To increase SWD ELA percent proficient from 46.3 to 56.5 in 2012.	SWD will improve in the area of writing competently in all grades.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)	
Highly qualified teachers in (grades 4-8) will design differentiated activities using the Guaranteed/Comprehensive Curriculum and Kagan strategies in order to improve literacy skills and increase student engagement in ELA. This would include providing teacher training in differentiation and Kagan, making other resources needed for implementation available on Bb/in classrooms, and purchasing of additional materials /technologyto assist in implementation.	

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

Targeted at-risk students will participate in remediation/intervention programs that will enhance student engagement in the learning process including Reading Coach, Kids College, SRA Corrective Reading, Achieve 3000, Read, Write, and Gold, Eagle, and/or Fast Forward. Also, targeted at-risk students in grades 4 and 8 will receive LEAP intervention tutoring.

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

All highly qualified teachers will implement literacy strategies that will enhance student engagement in all instruction. Literacy Team teachers will model strategies through Learning Walks, job embedded staff development, and will maintain a library of literacy resources on Blackboard. In addition, all teachers will take part in annual state Literacy surveys so that literacy training may be customized for our staff as needed.

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

Highly qualified teachers will differentiate instruction through a variety of challenging guaranteed/comprehensive curriculum lesson design plans that encourage higher order thinking skills individualized to the needs of each student. Differentiation will take place through content, process, and product and will be practiced and modeled through job embedded staff training and grade/subject collaboration.

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

Highly qualified teachers will take part in staff development that supports schoolwide/parishwide reform strategies. These include but are not limited to WOW Team Training, PBS/RTI Team Training, Differentiated Instruction (Kagan), Technology Integration, Thinking Maps/WFTB/WTFE, Literacy Strategies, and Web Literacy. .

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

Highly qualified teachers, administrators, and PTA board will provide timely communication with parents through monthly e-mail or mailed newsletters, stpsb e-mail, phonemaster, St. Tammany Alert System, student agendas, parent phone calls and conferences, school website/teacher web pages, and STI Home access.

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

Parental/community involvement in whole school curricular/extracurricular events will be encouraged through parent representation on both PBS and WOW teams, PTA Board and At -large activities, Eagle Dads Program, Extracurricular volunteer program, volunteer tutor program, Golden Student Parties, Grandparents Bingo, Fall Fest, Spring Fair/Run, and family Literacy Night. In addition community leaders will be invited annually to participate in the co-sponsored MJH/MES Community Leaders Coffee.

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

Positive Behavior Support expectations will be defined, reviewed, and revised by the PBS Team monthly. Student handbooks /agendas will be reviewed by teachers, parents, and students during the first few weeks of school. Positive behavior will be modeled and reinforced through administrator and community support leader assemblies addressing behavior expectations, bus procedures, anti-bullying, and safety strategies.

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

Students will take pride in and be rewarded for their positive behavior/academic choices. Students will use Behavior Incident Reports and Teacher Caught Yas to communicate with administrators needs/concerns or accolades. Administrators, faculty, and bus drivers will award Caught Yas and Golden Referrals for positive behaviors. Parents and students will be recognized through administrator phone call and /or invitation to Golden Student, No-Detention, & Perfect Attendance parties.

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

SWD Subgroup needs in ELA will be addressed through resource and inclusion support that will include Silvaroli/CBA/Checkpoint interval assessments. As needed students will receive academic interventions through LEAP tutoring/strategy support, Reading Coach, Fast Forward, Kids College, RTI strategies, Achieve 3000, and Read, Write, and Gold programs. Reading District Checkpoints will also be administered to all 4th-7th grade students.

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

Consistent collaboration between feeder schools will take place through 8th grade/9th grade CHS/MHS High School Re-Design collaboration meetings and counselor/student/parent spring orientation and scheduling at both MHS and CHS. Bi-annual teacher collaboration will take place with MES and MJH 3rd/4th grade teachers. Incoming parents/students will attend spring meet and greet tour and/or early August Meet Your Teacher event..

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

Highly qualified teachers will plan collaboratively to use technology to engage students in the use of Promethian Board, Flip Cameras, Computer productivity tools, Inspiration, web cams, reading coach, Brain Pop, United Streaming, Achieve 3000, Kids College, and any other of various internet/web literacy resources..

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

Every highly qualified teacher (grades 4-8) will be trained in the use of Thinking Maps and will implement these graphic organizers across all grades in their daily GC/CC instruction.

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

Every ELA, Math, Science, and Social Studies highly qualified teacher will be trained in Write from the Beginning (Grades 4-6) and Write For the Future (Grades 7 & 8). These writing programs will be implemented across all grade levels in core classes through daily GC/CC instruction.

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 through WFSG meetings, Design Team meetings, PBS meetings, small group job-embedded faculty study (all teachers/Adm.) Grade level meetings. *Sign -in sheets, observations. * Information gathered from meetings posted on Bb with follow-up and discussion on Bb.
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.	WFSG on Differentiated Instruction/Lesson Design Qualities/State Literacy Standards. *Design TEam Core Task Focus/Collegial Conversation Protocols. *Grade/Subject meetings on DI.
1.3	New classroom practices are implemented as a result of follow-up support.	Teacher Snapshots Evaluations Formal and Informal
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase school Math CRT index scores from 103.7 to 109.1 by 2012.	Students in the 8 th grade will improve in the area of patterns, relations, and functions(NOTE :MJH will not have a 4 th grade in 2011).
1.2	To increase SWD math percent proficient from 44.2 to 54.8 in 2012.	SWD will improve in the area of patterns, relations and functions.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)	
Highly qualified teachers in grades four through eight will design Differentiated activities using the Guaranteed/Comprehensive Curriculum including Thinking Maps, WFTB, WFTF, technology, and Kagan in order to improve literacy/numeracy skills in Math. This would include training teachers in the use of the above mentioned resources ,making other resources needed for implementation available on Blackboard, and purchasing of additional materials/technology to assist in implementation.	

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

Targeted at-risk students will participate in remediation/intervention programs that will enhance student engagement in the learning process including Kids College, Achieve 3000, and Fast Forward. Also, targeted at-risk students in grades 4 and 8 will receive LEAP intervention tutoring. Academic interventionists will be partnered with at-risk students for one-on-one and classroom support.

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

Literacy in the content area of mathematics will be enhanced through daily math vocabulary reviews. These vocabulary lists will be developed/customized by grade level teams and reinforced in daily instruction. Math vocabulary will be posted on teacher web pages for parent reference..

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

Mathematics Remediation, Intervention, and Acceleration support will be offered through LEAP intervention tutoring grades 4/8, Remediation support through free before-school tutoring grades 6/7, and free focused (geometry) after-school Acceleration support grade 8.

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

Math CBAs will be administered to SPED students 2x a year and to other students on an as needed basis. Math checkpoints will be administered to students in grades 4-7 three times a year. The CBA and Checkpoint data will be used to reteach and reinforce GLEs as taught in the Guaranteed/Comprehensive Curriculum.

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

Math Manipulatives such as dry erase boards, Kagan materials, color tiles, game boards, tens blocks, measurement, tools, etc... will be used to engage students in number sense activities . 5th Grade Parents and Students will participate in Family Math Night activities using these manipulatives.

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

Study Skill electives will be offered to 7th and 8th grade at-risk students who qualify for additional support. These classes will include both direct instruction/remediation and customized computer weblearning opportunities (Achieve 3000/Kids College)that may be used both at home and at school.

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

Every student will be provided a MJH Handbook/Agenda to keep track of homework assignments and upcoming tests and events. Within this agenda will be mathematics reference tools such as conversion charts and measurement tools. The agenda will help to facilitate the home school connection as well as teacher web pages, our school web site, and our newsletter..

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

Highly qualified teachers will use Promethean Boards, Flip cameras, field trips, graphing calculators, webcams, ePals, digital storyteller, document cameras, ActivVotes, and other student response systems to enhance student engagement in mathematics. Any additional instructional resources and materials related to technology such as updated software licenses will also be provided.

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

Interim grades, nine-weeks report card grades, and district interval checkpoints will be used by administrators and teachers to determine additional support resources necessary for targeted students. Administrators, teachers, and academic interventionists will team to make instructional strategy recommendations, contact parents, and/or refer students for additional support through SAT.

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

Highly qualified math teachers across grades will meet quarterly to discuss transition skills associated with number sense and other transition concerns. Math teachers across grades will communicate via Blackboard Discussion Board, ideas, suggestions, and concerns.

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

Monthly school site WOW/PBS/Grade Level/ and Subject Team meetings will be held in which administrators, teachers, paras, and parents collaborate, review, and revise academic and positive behavior support strategies for all students.