

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

**Mandeville High School**

**Grades 8 - 12**

**#1 Skipper Drive**

**Mandeville, LA 70471**

**Bruce E. Bundy**

**(985)626 - 5225**

**[Bruce.Bundy@stpsb.org](mailto:Bruce.Bundy@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)
Improved Mathematics scores in Grades 9 and 10	1	iLEAP, GEE, EOC Testing
Improved scores within the White Subgroup in ELA and Mathematics	2	CRT Trend Data, NRT Trend Data
Declining achievement gap in ELA and Math for our ED subgroup	3	CRT Trend Data, CRT Subgroup 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		Mathematics CRT and NRT Scores	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	CRT Trend Data indicates that our iLEAP/GEE scores are consistently high from year to year. Our 2010 mathematics index is 122.2	CRT Trend Data	Cognitive
2.	NRT Trend Data indicates that our iLEAP scores increased from 156.6 in 2009 to 157.4 in 2010.	NRT Trend Data	Cognitive
3.	ACT Trend Data indicates that our school composite score from year to year is above the national and state averages with an average score of 22.8 in 2009; Local average in 2008 - 21.6; State average in 2008 - 20.1	ACT Scores	Cognitive
4.	Percent correct of multiple choice items improved to 73% in 2010	CRT School Performance Report Analysis	Cognitive

<b>Contributing Factor 2</b>		White Subgroup Scores	
<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.	CRT Trend Data indicates that our white subgroup % proficient was 88.7 in 2010 compared to our whole school % proficient (86.1) in 2010	CRT Trend Data	Cognitive
2.	NRT Trend Data indicated that our school improved from 156.6 to 157.4 in the mathematics strand in 2010	NRT Trend Data	Cognitive
3.	Mandeville High School scored consistently higher on multiple choice items in all content strand areas	CRT School Performance Report	Cognitive

<b>Contributing Factor 3</b>		Declining Achievement Gap for ED Subgroup	
<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.	From 2009 to 2010 our ED subgroup % proficient increased by 8% in ELA; the same subgroup increased by 4% in Math	CRT Trend Data	Cognitive
2.	From 2009 to 2010 our ED subgroup achievement gap decreased from 13.3 to 12.7 in ELA (a decrease of 0.6); the same subgroup decreased from 15.5 to 14.6 ( a decrease of 0.9) in Math	CRT Subgroup Analysis	Cognitive
3.	Our Whole School Trend Data indicates the number of ED % proficient in ELA increased from 69.2 % proficient in 2009 to 75.0 in 2010; ED % proficient in Math increased from 71.5 in 2009 to 74.1 in 2010	CRT 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 Scores in ELA and Math	1	CRT Trend Data, NRT Trend Data, CRT Subgroup Analysis, CRT Performance Report
Writing Constructed Responses	2	CRT Performance Report (GEE)
Spelling/Punctuation	3	CRT Performance Report (iLEAP)

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 Scores in ELA and Math	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	% Proficient Trend Data reveals that 84.7% of our whole school scored proficient in 2010 however only 45.9% of our SWD subgroup scored proficient in 2010 in ELA; Math Whole School % Proficient - 86% with SWD % Proficient only 52.5%	CRT Trend Data	Cognitive
2.	Students scored 65% correct on the Using Information Resources Strand	CRT Performance Report (GEE)	Cognitive
3.	86.7% of Grade 9 scored proficient in ELA in 2010 with only 44.5% of Grade 9 SWD scoring proficient; 86.3% of Grade 9 scored proficient in 2010 in Math with only 54% of Grade 9 SWD scoring proficient	CRT Subgroup Analysis	Cognitive

<b>Contributing Factor 2</b>		Writing Constructed Responses	
<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.	Math Constructed Responses Percent Correct - 59%	CRT Performance Report (GEE)	Cognitive
2.	Social Studies Constructed Responses Percent Correct - 62%	CRT Performance Report (GEE)	Cognitive
3.	Science Tasks Percent Correct - 63%	CRT Performance Report (GEE)	Cognitive

<b>Contributing Factor 3</b>		Spelling/Punctuation	
<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.	Spelling Subtest Percent Correct - 60%	CRT Performance Report (iLEAP)	Cognitive
2.	Punctuation Subtest Percent Correct - 64%	CRT Performance Report (iLEAP)	Cognitive
3.	Using Information Resources Percent Correct - 65%	CRT Performance Report (GEE)	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 - 14, 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 post weekly lesson plans on TeacherWeb which include strategies that indicate problem solving skills are being addressed. Administrators will monitor submissions on TeacherWeb. Formal observations will be conducted yearly to ensure meaningful experiences are being designed for all students. Highly qualified teachers will use feedback from observations (formal and informal) to revise lesson plans.	
<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 pacing guides and create weekly lesson plans that include interactive activities for all students. These activities will be built on prior knowledge and provide opportunities for problem solving skills to be utilized. Administrators will review lesson plans and provide feedback. Highly qualified teachers will use the feedback to revise and improve lessons. HQ teachers will work within departments to examine student work and evaluate its' effectiveness. HQ teachers will use this information to reteach and/or revise lessons to meet the needs of all students.	
<b>1.3</b>	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 that are aligned with Grade Level Expectations (GLE'S) and create weekly lesson plans that incorporate performance based assessments. All 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's Comprehensive Curriculum. HQ teachers will examine student work using a variety of methods including interviewing students to determine levels of engagement. HQ teachers will utilize the information obtained to reteach and/or revise lessons to meet the needs of all students.	

<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)
<b>1.1</b>	To increase School ELA CRT Index Scores in grades 9 and 10 from 111.9 to 114.4 by 2012.	Improvement in the area of read, analyze and respond to text for all students.
<b>1.2</b>	To increase Students With Disabilities (SWD) Subgroup ELA percent proficiency from 45.9 to 56.2 by 2012.	Improvement in the area of read, analyze and respond to text for our SWD subgroup.

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
All ELA students will use Literacy Strategies embedded in the Guaranteed Curriculum and Comprehensive Curriculum to read, analyze and respond to text

<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
Mandatory summer reading for all students in grades 9 - 12

<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)
8th Grade Visit in conjunction with 8 <sup>th</sup> Grade Scheduling Night to promote family/community and support successful transition from 8 <sup>th</sup> to 9 <sup>th</sup> grade; Mandeville High University (parent programs for each grade level) to inform parents of programs, classes, graduation requirements, TOPS requirements and activities offered at MHS; New Student Orientation prior to Opening Day

<b>ACTIVITY 4</b> (Activities indicated should address all subgroups; 500 Characters)
Implementation of EMPOWER 3000 Reading Program

<b>ACTIVITY 5</b> (Activities indicated should address all subgroups; 500 Characters)
Technology Training including but not limited to Promethean Board, EAGLE, READ and WRITE GOLD

<b>ACTIVITY 6</b> (Activities indicated should address all subgroups; 500 Characters)
All HQ Teachers align the written curriculum with the taught curriculum during WFSG meeting held quarterly

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

Freshmen Academy including FLOAT (Freshmen Learning to Overcome Academic Tardiness) academic detention held during lunch; school planners provided to all freshmen; After School Tutoring Program offered to all students

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

Response to Intervention (RtI) model will be incorporated to differentiate for all students learning and behavioral needs

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

Positive Behavior Support (PBS) model will be incorporated to motivate students, encourage attendance and decrease dropout rate

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

Pull Out Programs to support struggling students including but not limited to our Graduation Coach and GEE Pull Out for graduating Seniors

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

Community businesses partner with our school to provide students with real world work experiences through School To Work Program

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

Members of our business community donate time to serve as mentors and judges for our Senior Projects

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

All students are encouraged to attend yearly College and Career Fair

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

An ESL Teacher and ESL Tutor are provided by the School District to support the language needs of identified ESL learners

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

Administrators utilize email and Blackboard to effectively communicate with faculty and staff all school information, for department collaboration, and professional development

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

Parents/caregivers are encouraged to contact teachers to monitor student progress via email, TeacherWeb and STIHome

<b>GOAL 2</b>		<b>By 2013 - 2014, 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	
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<b>1.2</b>	To increase SWD (subgroup) Math percent porficiency from 52.5 to 61.5 by 2012	Improvement in the area of constructed responses for our SWD subgroup

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