

The background features a large, faint watermark of the Louisiana Department of Education seal. The seal is circular with an eagle in the center, surrounded by the text "DEPARTMENT OF EDUCATION" and "CONFIDENCE".

School Improvement Plan Mandeville Junior School St. Tammany Parish School System

**Mandeville Junior High School
7th and 8th grades
639 Carondelet St.
Mandeville, LA 70448
MaryAnn Cucchiara
985-626-4428
maryann.cucchiara@stpsb.org**

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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)
7th and 8th grade WS ELA scores are consistently high.	1	Accountability data; CRT data; NRT data
White students show a strength in ELA in both grades	2	Accountability data; CRT data; NRT data
Black 7th grade students are only 1.1 pt. below White in ELA	3	Accountability data; CRT data; NRT data
Despite some fluctuations ELA scores are increasing.	4	Accountability data; CRT data; NRT data
No subgroup shows a consistent decline in scores	5	Accountability data; CRT data; NRT data

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	A consistent ELA emphasis on writing skills and constructive response using RASS strategy has been ongoing.		
Domain/Subdomain (Choose One Only)	--- 510 CIA: Instructional Strategies		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. Students are starting to make connections by transference of skills.	School Data Analysis; PRA	Cognitive	
2. Students are more able to answer Constructed Response items in classroom.	School Data Analysis; PRA	Cognitive	
3. Constructed Response area of tests have improved.	School Data Analysis; PRA	Cognitive	

Contributing Factor 2		tudents are starting to make connections by transference of skills.Students are more able to answer Constructed Response items in classroom.A consistent schoolwide emphasis on writing short answer and constructive response using RASS has be instituted.	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Essay writing was the highest test area on Performance Report Analysis.	School Data Analysis; PRA	Cognitive
2.	Students are more able to answer Constructed Response items in classroom.	School Data Analysis; PRA	Cognitive
3.	Students are starting to make connections by transference of skills.	School Data Analysis; PRA	Cognitive

Contributing Factor 3		Anchor papers, rubrics, modeling, and self analysis by students is encouraged.	
Domain/Subdomain (Choose One Only)		--- 530 CIA: Assessment Content Structure	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Students are better able to assess their own writing skills.Accountability data; CRT data; NRT data	School Data Analysis; PRA	Cognitive
2.	Students are better able to transfer knowledge to other content areas	School Data Analysis; PRA	Cognitive
3.	Students are able to utilize rubrics in multiple settingsStudents are able to utilize rubrics in multiple settings	School Data Analysis; PRA	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)
Attendance is a weakness.	1	Accountability data; CRT data; NRT data
SWD have a harder time closing the achievement gap in ELA	2	Accountability data; CRT data; NRT data
SWD have a harder time closing the achievement gap in Math	3	Accountability data; CRT data; NRT data
Black Math scores have shown a roller coaster effect	4	Accountability data; CRT data; NRT data
Science has shown a trend to decline rather than to increase Black Math scores have shown a roller coaster effect	5	Accountability data; CRT data; NRT 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	Parent and students attitudes toward tardies and attendance affect attendance		
Domain/Subdomain (Choose One Only)	140 Climate: Student Attendance/Dropout ---		
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Parent and students attitudes toward tardies and attendance affect attendance	School Data Analysis; PRA	Attitudnal
2.	Parents express that morning tardies should not be held against students.	School Data Analysis; PRA	Attitudnal
3.	Parents feel morning tardy is not an important concern	School Data Analysis; PRA	Attitudnal

Contributing Factor 2		SWD have a much harder time achieving at the same level as regular peers due to overcoming learning difficulties.	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	SWD need accommodations.	School Data Analysis; PRA	Cognitive
2.	It takSWD, many times, learn at a different rate than peers (acquisition).SWD, many times, learn at a different rate than peers (acquisition).	School Data Analysis; PRA	Cognitive
3.	SWIt takes SWD much longer to complete tasks due to need for extended time.	School Data Analysis; PRA	Cognitive
4.	SWD sometimes have a defeated attitude toward school due to academic struggles.	School Data Analysis; PRA	Attitudnal

Contributing Factor 3		Black students in Math have been consistently lower scoring, but a roller coaster effect is evident from year to year.	
Domain/Subdomain (Choose One Only)		--- 610 PD: Instructional Focus	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Some students may not have access to technology(calculator) at home for practice.	School Data Analysis; PRA	Cognitive
2.	Some students may not have the same background in Math as other students.	School Data Analysis; PRA	Cognitive
3.	Some students may not have the same at home resources as other students.	School Data Analysis; PRA	Cognitive
4.	Some students may not have the ability to access after school tutoring.	School Data Analysis; PRA	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 type="checkbox"/> MEL <input checked="" 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	Instructional strategies/designed learning activities are aligned with state standards and address essential understanding, knowledge, and skills.	Instructional strategies/learning activities, as well as the GLE's addressed will be documented in lesson plans. The assistant principal will check for compliance on a weekly basis. Classroom observations will be conducted to check for implementation of curriculum and instructional strategies on a monthly or more often basis and feedback will be given to teachers through conferences and check lists. Teachers conduct evaluations to monitor student progress on a weekly or more often basis. Highly Qualified (HQ) Teachers may then use the information from observation and student performance to adjust instruction and student interventions.	
1.2	Accurate knowledge is presented through meaningful contexts and connected disciplines, and students are assigned projects and tasks that require the integration and application of learning in meaningful contexts and to reflect on what they have learned.	Instructional, as well as the GLE's addressed in the lesson will be documented in lesson plans. The assistant principal will check for compliance on a weekly basis. Classroom observations will be conducted to check for implementation of the curriculum and instructional strategies, and tasks that require integration and application of learning that is aligned to state standards on a monthly or more often basis and feedback will be given to teachers through conferences and check lists. H Q Teachers conduct evaluations to monitor the effectiveness of the strategy, project, or learning activity on a weekly or more often basis. H Q Teachers may then use the information from observation and student performance to adjust instruction and student interventions.	

1.3	Use a variety of classroom-based assessment methods and tools before, during, and after units of study to monitor student progress. Assessments require students to use knowledge, comprehension, application and reasoning skills.	<p>Student performance will be assessed using the following:: rubrics, Checkpoints in Reading, teacher made assessments, projects (group and individual), NRT and CRT data, daily assignments. interims and report card.</p> <p>The assistant principal will check for compliance on a weekly basis to insure that lesson plans reflect that assessments are aligned with GLE's. The principal will review teacher made assessments to check for compliance of alignment with GLE's on a nine week basis. Feedback will be given to teachers through teacher/administrator conference.</p> <p>The results of ongoing student assessments will be utilized by highly qualified teachers to meet student learning needs in the classroom by monitoring student success and adjusting current lessons, reteaching, and re-assessing the effectiveness of the strategy, project, or learning activity. HQ Teachers will monitor student work and student progress on daily basis. Teachers will adjust instruction and student interventions based upon information from the administrator and from examining student work.</p>
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase School ELA CRT Index Scores in 7 th and 8 th from 127.3 to 129.3 by 2012.	Improvement in the area of read, analyze, and respond to literature in grades 7 th and 8 th .
1.2	To increase SWD ELA percent proficiency from 57.5 to 65.6 by 2012.	Improvement in the area of read, analyze, and respond to literature in grades 7 th and 8 th .

ACTIVITIES (no more than 20)

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

Highly Qualified teachers will provide students with the opportunity to participate in various reading activities that include Sustained Silent Reading (SSR) on an ongoing basis, journaling, book summaries, discussions, "Book Talks" and exposure to many forms of literature.

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

Students will chart "at home" reading on a weekly basis and return chart to teachers. (Reading Web)

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

The student will be exposed to the basic concept of literacy and will understand that all forms of reading are reading. Furthermore, tswba to discuss various forms and formats of literature in the classroom on an ongoing basis.

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

The student will be exposed to a school wide Constructive Response initiative (RASS) in all subject matter areas by HQ teachers to reinforce this skill and strengthen Strand 5. Teachers will utilize the Literacy Strategies from LCC.

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

Students will engage in activities to help develop literal and inferential skills that will stimulate HOTS through a variety of ELA methods.

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

All teachers will participate in Staff Development activities that reinforce the teachers' knowledge of the content standards, GLE's, Rubrics, the Guaranteed Curriculum, HOTS, Thought Maps, student focused learning, SIMS, technology in the classroom, RTI, SAT, and Tiered Interventions.

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

Parents will be given the opportunity-through PTA newsletter, PTA meetings, volunteer activities, parent outreach activities, the internet, direct interaction with teachers and teach web conferences, classroom assignments, etc- to review information and provide feedback through parent conferences; community outreach activities.

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

Parents and new students will be given the opportunity to participate in transition activities through 6th grade parent night; new student orientation; 6th grade visitation; high school scheduling help; guidance and counseling; tours of school, 6th grade dance, etc.

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

Using targeted GLE's students will be introduced to technology and computer activities that stimulate and enhance HOTS. HQ Teachers will include: concept maps, WebQuests, Problem Solving Games, presentation software, research projects, writing activities, La. Pass, Promethean activities and flipchart development, pod casting, vod casting, digital photography, etc.

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

All members of the school wide community will participate in a PBS program which will help ensure that each student will have available a learning environment conducive to reaching their fullest potential achievement through positive effective discipline and classroom management procedures. This program incorporates numerous student incentives and reinforcements with the Fish Philosophy as the guiding principle.

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

The Mandeville Junior Learning Community will participate in activities tht will support the commitment of the St. Tammany Parish School system to constantly improve and help each student reach greater achievement. This activities will include the following: review student performance data; implement GLE's in lesson planning; collaborate on good teaching practices; support and implement the the districts Strategic Plan;department meetings; participate in LEAP tutoring activities; WOW; PBS

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

All students will be ensured a learning environment conducive to reaching their fullest potential achievement through effective reinforcement of "Drug Free" lifestyle through numerous activities which include: Red Ribbon activities; Smart Track; inspirational speakers; PRIDE activities; DARE; YSB activities; Health activities.

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

The Constructed Response Initiative RASS will be emphasized schoolwide including Social Studies, Science, electives, and P.E.

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	Instructional strategies/designed learning activities are aligned with state standards and address essential understanding, knowledge, and skills.	Instructional strategies/learning activities, as well as the GLE's addressed will be documented in lesson plans. The assistant principal will check for compliance on a weekly basis. Classroom observations will be conducted to check for implementation of curriculum and instructional strategies on a monthly or more often basis and feedback will be given to teachers through conferences and check lists. Teachers conduct evaluations to monitor student progress on a weekly or more often basis. Highly Qualified (HQ) Teachers may then use the information from observation and student performance to adjust instruction and student interventions.	
1.2	Accurate knowledge is presented through meaningful contexts and connected disciplines, and students are assigned projects and tasks that require the integration and application of learning in meaningful contexts and to reflect on what they have learned.	Instructional, as well as the GLE's addressed in the lesson will be documented in lesson plans. The assistant principal will check for compliance on a weekly basis. Classroom observations will be conducted to check for implementation of the curriculum and instructional strategies, and tasks that require integration and application of learning that is aligned to state standards on a monthly or more often basis and feedback will be given to teachers through conferences and check lists. H Q Teachers conduct evaluations to monitor the effectiveness of the strategy, project, or learning activity on a weekly or more often basis. H Q Teachers may then use the information from observation and student performance to adjust instruction and student interventions. Instructional strategies/designed learning activities are aligned with state standards and address essential understanding, knowledge, and skills. Instructional strategies/designed learning activities are aligned with state standards and address essential understanding, knowledge, and skills.	

1.3	Use a variety of classroom-based assessment methods and tools before, during, and after units of study to monitor student progress. Assessments require students to use knowledge, comprehension, application and reasoning skills.	<p>Student performance will be assessed using the following:: rubrics, Checkpoints in Reading, teacher made assessments, projects (group and individual), NRT and CRT data, daily assignments. interims and report card.</p> <p>The assistant principal will check for compliance on a weekly basis to insure that lesson plans reflect that assessments are aligned with GLE's. The principal will review teacher made assessments to check for compliance of alignment with GLE's on a nine week basis. Feedback will be given to teachers through teacher/administrator conference.</p> <p>The results of ongoing student assessments will be utilized by highly qualified teachers to meet student learning needs in the classroom by monitoring student success and adjusting current lessons, reteaching, and re-assessing the effectiveness of the strategy, project, or learning activity. HQ Teachers will monitor student work and student progress on daily basis. Teachers will adjust instruction and student interventions based upon information from the administrator and from examining student work.</p>
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase School Math CRT Index Scores in 7 th and 8 th grade from 127.3 to 128.3 by 2012	Improvement in the area of Measurement in 7 th and 8 th grade,.
1.2	To increase SWD Math percent proficiency from 68.2 to 74.2 by 2012	Improvement in the overall Math score showing improvement in Measurement and Constructed Response.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
To foster Math literacy activities will be exposed to the basic concept of literacy (Read, Write, Speak, Listen, Observe). Furthermore, students will participate in Sustained Silent Reading (SSR) on an ongoing basis in the classroom setting using assigned or freely chosen books. Students will have access to a Math Library in the classroom and will understand that all forms of reading are reading (non-fiction, fiction, newspapers, magazines, etc).
ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Students will engage in HOTS and CL problem solving activities and investigations to demonstrate an understanding of the concepts, processes, and real life applications of reading and Math. The school wide Constructed Response incentive of RASS will be applied in Math classes
ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
On a weekly basis during specific academic classes students will engage in problem solving activities that develop and improve the understanding of Geometry, Measurement and Algebraic variables, expressions, equations, and inequalities that symbolically represent and explain real-world situations and the relationship to other Math strands (Calculators, graphing, tables, equations, logic puzzles, bell-ringers, and verbally describe algebraic relationships through constructed response activities,
ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
During classroom LEAP tutoring activities students will engage in HOTS activities that will clarify and support the literal and inferential skills, apply reasoning skills, apply problem solving skills, and apply skills necessary to generalize information to unique and life situations and will be instructed in improving Constructed Response (using RASS). Solving and answering multi-step word problems will also be addressed.
ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)
Professional development (PD) for teachers will be focused on using CL problem solving activities and investigations to demonstrate an understanding of the concepts, processes, and real life applications of geometry, measurement and Algebra and the connection to other Math strands. Strands A-1-M:A-5-MGLE'S 12-19, These activities will include: Staff Development activities that reinforce the content standards with an emphasis on Promethean Board, Active Vote, Graphing calculators, ELMO, Rubrics,
ACTIVITY 6 (Activities indicated should address all subgroups; 500 Characters)
Outreach activities will assist in the monitoring of at home self-directed use of higher order thinking strategies in context, apply reasoning skills to Math and Math literacy life experiences.

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

Parents will be given the opportunity -Through the PTA newsletter, PTA meetings, volunteer activities, parent outreach activities, the internet, direct interaction with teachers, and teacher web pages- to review information and provide feedback through parent conferences, classroom assignments, etc. in order to help assess the use of higher order thinking strategies in classroom activities and in at home family activities. Periodic invitations to Community Outreach activities .

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

Using targeted GLE's, students will be introduced to technology and computer activities that stimulate and enhance higher order thinking skills. These will include: Concept maps, WebQuests, Problem Solving Games, classroom Powerpoint programs, the guaranteed curriculum, computer research, etc.

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

A Math department Calculator Incentive will help insure that all students have adequate training in the use of the calculator that is used at their grade level through calculator training activities. Furthermore, instruction will be given on notating the process used in solving Math problems using a calculator.

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

A Math Department incentive is underway to insure that each student will have the use of the same type of calculator on testing as he or she uses on a daily basis in Math class.

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

At the beginning of Math class, students will participate in reinforcement activities that focus on word problems, problem solving, and constructive response and Math vocabulary. (such as ADDES)

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

A calculator rental program and/or a buy back program is proposed to ensure that students have access to graphing calculators at home.