

# **School Improvement Plan Marigny Elementary School St. Tammany Parish School System**

**Marigny Elementary School**

**Pre-K - 1st**

**1715 Viola Street**

**Mandeville, LA 70448**

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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)
Math achievement	1	The CRT math index data, NRT math index data, iLEAP math subtest
SWD subgroup achievement	2	% proficient ELA trend data source, iLEAP subgroup analysis, % proficient Math trend data source
1 <sup>st</sup> grade students scoring on benchmark in DIBELS	3	DIBELS spring benchmark assessment, GSMU transcripts, 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	Math Achievement		
Domain/Subdomain (Choose One Only)	--- 520 CIA: Curriculum Content		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. The CRT math index continues to be the highest index as compared to ELA, science, and social studies.	The CRT math index data	Cognitive	
2. The NRT math index has increased for the last 4 out of 5 years.	NRT math index data,	Cognitive	
3. 82% of all test takers were proficient in strand 5 (data analysis, probability, and discrete math)	iLEAP math subtest	Cognitive	

<b>Contributing Factor 2</b>		SWD Subgroup Achievement	
<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.	The SWD % proficient data has increased in ELA for the past 3 years.	% proficient ELA trend data source	Cognitive
2.	There was a large decrease in the achievement gap math of 23.2 for 2009-10.	iLEAP subgroup analysis	Cognitive
3.	The SWD % proficient data has increased from 54.0 in 2008-09 to 78.8 in 2009-10.	% proficient Math trend data source	Cognitive

<b>Contributing Factor 3</b>		1 <sup>st</sup> grade students scoring on benchmark in DIBELS	
<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.	In the spring of 2008, 2009, and 2010 1 <sup>st</sup> grade had the highest percentage of students at benchamrk level-81%, 76%, and 81% respectively for each year.	DIBELS spring benchmark assessment,	Cognitive
2.	100% of highly qualified teachers are trained in DIBELS assessments and interventions.	GSMU transcripts	Archival
3.	The consistent use of phonemic awareness and multi-sensory learning strategies are evident through learning walks.	learning walks	Archival

\*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 least % proficient in math compared to other subgroups	3	subgroup trend analysis, iLEAP subgroup analysis, subject level % proficiency
writing competently	1	CRT ELA index, iLEAP subtest scores, NRT language index
reading achievement	2	NRT reading index, DIBELS, CRT ELA index

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.

<b>Contributing Factor 1</b>	SWD subgroup least % proficient in math compared to other subgroups		
<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. SWD had the lowest % proficient over the last four years.	subgroup trend analysis	Cognitive	
2. In 2008-09 and 2009-10 the SWD subgroup shows weakness in math as compared to their scores in ELA.	iLEAP subgroup analysis	Cognitive	
3. The SWD achievement gap compared to the other subgroups is higher for the last four years.	subject level % proficiency	Cognitive	

<b>Contributing Factor 2</b>		writing competently	
<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.	The CRT ELA index score declined 4.6 points; the most of any index.	CRT ELA index	Archival
2.	This strand on iLEAP has decreased the last two years.	iLEAP subtest scores	Archival
3.	The NRT language index decreased 20.5 points in 2009-10.	NRT language index	Archival

<b>Contributing Factor 3</b>		reading achievement	
<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.	The NRT reading index has been the lowest score for the last four years.	NRT reading index	Cognitive
2.	In the Spring of 2010, 3 <sup>rd</sup> grade had the lowest percentage of students at the benchmark level-64%.	DIBELS	Cognitive
3.	The CRT ELA Index score declined 4.6 points; the most of any index.	CRT ELA index	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 2013-2014, 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 checked="" type="checkbox"/> JEPD <input type="checkbox"/> DDD <input 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>	Aligns collaborative work with school improvement goals.	Collaboration is conducted through monthly design team meetings, quarterly Starfish Study Groups, and weekly grade level meetings and through blackboard discussions. HQ teachers, TRT, and administrators attend the meetings that are documented through reflections, surveys, & engage-o-meters. School administrators give feedback during collaboration, through blackboard, and e-mail in which agendas and questions are addressed weekly. Information is gathered after each collaboration and the results are used in planning future collaborations.
<b>1.2</b>	School staff participates in a variety of professional development designs aligned with expected improvement outcomes and professional learning that mirrors expected instructional methods.	PD activities that are planned are project read, earobics, analyzing DIBELS data and possible interventions, integration of technology, and WOW. HQ teachers, TRT, and administrators will receive this training monthly by fellow colleagues, administrators, and curriculum specialist. PD will be determined by feedback and surveys from teachers and then correlated with the needs as indicated on the SIP. Administration and TRT will monitor and check for implementation through bi-monthly learning walks and feedback will be given through e-mail after each learning walk. On an as needed basis administration can have teacher conferences. Student work will be examined once a quarter. Results from analyzing the student work will be used to adjust instruction and plan additional follow-up professional development as needed.

1.3	New classroom practices are implemented as a result of follow-up support.	The TRT and administrators will monitor and check for implementation through learning walks on a bi-weekly basis. Newly implemented instructional practices will be documented on lesson plans Administration and TRT will monitor and check for implementation through bi-monthly learning walks and feedback will be given through e-mail after each learning walk. On an as needed basis administration can have teacher conferences. Student work will be examined once a quarter. Results from analyzing the student work will be used to adjust instruction and plan additional follow-up professional development as needed. .
<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)
1.1	To increase School ELA CRT Index Scores in 3 <sup>rd</sup> grade from 124.5 to 126.5 by 2012.	Improvement in the area of locating, selecting, and synthesizing information to literature in grades K to 3.
1.2	To increase ED (subgroup) ELA percent proficiency from 79.1 to 83.1 by 2012.	Improvement in the area of locating, selecting, and synthesizing information to literature for the ED subgroup.

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will create and implement engaging lessons which incorporate literacy stations based on the guaranteed curriculum and Louisiana GLE's for all students to participate in. Lessons will be differentiated based on students' needs.

<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will participate in professional development sessions including but not limited to Earobics, Project Read, technology integration, analyzing data, literacy stations, WOW, and differentiated instruction on a monthly basis.

<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)
All highly qualified teachers will present information using a variety of technological resources such as: webpages, Discovery Ed., Powerpoint, Promethean Boards, projectors, DVDs and Flip Cameras to model and guide instruction and enhance student engagement.

<b>ACTIVITY 4</b> (Activities indicated should address all subgroups; 500 Characters)
Through monthly design team meetings, quarterly Starfish Study Groups, weekly grade level meetings and blackboard discussions by HQ teachers, TRT, and administrators will share effective teaching strategies, problem solve, analyze data, and examine student work throughout the school year.

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

Positive behavior lessons will be taught by HQ teachers, the MHP, and other school personnel that emphasize behavioral expectations for all students in all situations and locations at Marigny Elementary. HQ teachers and other school personnel will reinforce positive behaviors by using daily incentives.

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

Highly qualified teachers will utilize differentiated instruction in order to meet the individual needs of all students by using teaching strategies that enrich and/or remediate in order for students to work to their fullest potential. Voyager tutoring and other small group instruction will be utilized.

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

HQ teachers and administrators will promote family and community involvement by hosting a family learning night which focuses on instructional methods used in the classroom. Through a bi-monthly school newsletter, weekly teacher newsletters, and school website, open communication between home and school will be fostered.

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

During the spring of each school year incoming students as well as current Pre-K students will have an opportunity to visit and tour Marigny Elementary and 1<sup>st</sup> grade students will also get an opportunity to visit our feeder school Magnolia Trace.

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

Highly qualified teachers will use Thinking Maps and Write from the Beginning strategies to strengthen writing skills.

<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 checked="" type="checkbox"/> JEPD <input type="checkbox"/> DDD <input 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>	Aligns collaborative work with school improvement goals.	<p>Collaboration is conducted through monthly design team meetings, quarterly Starfish Study Groups, and weekly grade level meetings and through blackboard discussions. HQ teachers, TRT, and administrators attend the meetings that are documented through reflections, surveys, &amp; engage-o-meters. School administrators give feedback during collaboration, through blackboard, and e-mail in which agendas and questions are addressed weekly. Information is gathered after each collaboration and the results are used in planning future collaborations.</p>	
<b>1.2</b>	School staff participates in a variety of professional development designs aligned with expected improvement outcomes and professional learning that mirrors expected instructional methods.	<p>PD activities that are planned are Math Everyday COunts partner games, algebraic thinking and possible interventions, integration of technology, and WOW. HQ teachers, TRT, and administrators will receive this training monthly by fellow colleagues, administrators, and curriculum specialist. PD will be determined by feedback and surveys from teachers and then correlated with the needs as indicated on the SIP. Administration and TRT will monitor and check for implementation through bi-monthly learning walks and feedback will be given through e-mail after each learning walk. On an as needed basis administration can have teacher conferences. Student work will be examined once a quarter. Results from analyzing the student work will be used to adjust instruction and plan additional follow-up professional development as needed.</p>	
<b>1.3</b>	New classroom practices are implemented as a result of follow-up support.	<p>The TRT and administrators will monitor and check for implementation through learning walks on a bi-weekly basis. Newly implemented instructional practices will be documented on lesson plans Administration and TRT will monitor and check for implementation through bi-monthly learning walks and feedback will be given through e-mail after each learning walk. On an as needed basis administration can have teacher conferences. Student work will be examined once a quarter. Results from analyzing the student work will be used to adjust instruction and plan additional follow-up professional development as needed.</p>	

<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)
<b>1.1</b>	To increase School Math CRT Index scores in 3 <sup>rd</sup> grade from 132 to 134 by 2012.	Improvement in the area of algebra in grades K to 3.
<b>1.2</b>	To increase SWD Math percent proficiency from 78.8 to 80.8 by 2012.	Improvement in the area of algebra in for the SWD group.

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
All students will demonstrate an understanding of mathematical concepts not limited to but including mathematical patterns, geometric 1,2, & 3 dimensional shapes, and algebraic thinking using the Every Day Math Counts Program, Investigations, and Guaranteed Curriculum daily throughout the year.

<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will create and implement engaging math lessons which incorporate math stations, Every Day Counts Math Program, and Investigations based on the Guaranteed Curriculum and Louisiana GLE's for all students to participate in. Lessons will be differentiated based on students' needs.

<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will participate in professional development sessions including but not limited to Every Day Counts Math Program and Investigations on a monthly basis.