

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 "STATE OF LOUISIANA" at the top, "DEPARTMENT OF EDUCATION" at the bottom, and "CONFIDENCE" at the bottom. Two stars are positioned on the left and right sides of the seal.

School Improvement Plan

Monteleone Junior High School

St. Tammany Parish School System

Monteleone Junior High School
7th and 8th Grades
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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 Grade ELA, Math and Science	1	Teacher Reported WOW data, Learning Walks, CRT Index, Adminstration Snap Shots
A decrease in the achievement gap in all sub groups.	2	CRT Index, Student Surveys, Checkpoints, CBA's
7th and 8th Grade Suspension and Expulsion Rates have declined	3	Monthly discipline data, Yearly discipline data, School Report Card
Increase in 8th grades percent proficient on the LEAP	4	CRT, School Report Card, Achieve 3000 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	7 th Grade ELA, Math and Science		
Domain/Subdomain (Choose One Only)	430 Leadership: Support for Change/SI 510 CIA: Instructional Strategies		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. Increased focus on student engagement	WOW Assessment tools	Archival	
2. Use of intervention tools in the classroom	Learning Walks	Archival	
3. Collaborative planning, assessing and reteaching	School WOW Calendar	Archival	

Contributing Factor 2		A decrease in the achievement gap in all sub groups	
Domain/Subdomain (Choose One Only)		430 Leadership: Support for Change/SI 540 CIA: Use of Technology	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Increase in use of computer labs	Lab Logs	Archival
2.	Monthly Technology Professional Development	Professional Development Calendar	Archival
3.	Increase project based learning	Snapshots	Archival

Contributing Factor 3		7 th and 8 th Grade Suspension and Expulsion Rates have declined	
Domain/Subdomain (Choose One Only)		120 Climate: Discipline/Positive Behavior 520 CIA: Curriculum Content	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Reduction in number of suspensions	Monthly Discipline Data	Behavioral
2.	Zero Expulsions	Yearly Discipline Data	Behavioral
3.	Wider Variety of PBS incentives	Minutes of Biweekly PBS meetings	Behavioral

*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)
8 th Grade Math	1	CRT index, CBA's, Checkpoints
Students with Disabilities have been consistently lower than all other subgroups, however have continuously shown significant growth in both ELA and Math from 08/09 to 09/10.	2	CRT index, CBA's, Checkpoints
Math for all subgroups from 08/09 and 09/10	3	CRT index, CBA's, Checkpoints

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	8 th Grade Math		
Domain/Subdomain (Choose One Only)	430 Leadership: Support for Change/SI 510 CIA: Instructional Strategies		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. An analysis of CRT Index data indicated a decrease in CRT scores from 7 th grade to 8 th grade in math. In 2009 the 7 th grade math CRT index was 113.9, in 2010 the 8 th grade math CRT index was 107.2.	CRT index	Archival	
2. Excessive Staff Absences	Aesop	Archival	
3.		Archival	

Contributing Factor 2		Students with Disabilities have been consistently lower than all other subgroups, however have continuously shown significant growth in both ELA and Math from 08/09 to 09/10.	
Domain/Subdomain (Choose One Only)		430 Leadership: Support for Change/SI 810 System Issues: Economic, Demographic, Social	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	The achievement gap is narrowing for SWD, but is still much larger than all other subgroups.	Achievement Gap Data	Cognitive
2.	Increased Discipline resulting from SWD behavior amounts to less instructional time on task.	STI Discipline	Behavioral
3.	The percent proficient in the SWD subgroup increased in both math and ELA, but is still significantly lower than all other subgroups.	Percent Proficient Trend Data	Cognitive

Contributing Factor 3			
Domain/Subdomain (Choose One Only)		--- ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.			Cognitive
2.			Behavioral
3.			Cognitive
4.			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 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.	Highly Qualified Teachers collaborate weekly during shared planning times. School administrators meet with the teachers twice a month to gather information, plan school improvement activities, professional development and future needs.
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.	Teachers have planning times based on curriculum area taught. They will attend professional development opportunities twice a month during their planning time. Evidence of implementation of professional development will be looked for during learning walks and snapshots.
1.3	New classroom practices are implemented as a result of follow-up support.	School administrators will observe implementation and provide feedback through the use of Snapshots and Learning Walks.
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase School ELA CRT Index Scores in 8 th grade from 115.6 to 117.1 by 2012.	Improvement in the area of read, analyze and respond to literature in Grade 8.
1.2	To increase African American ELA percent proficiency from 80.3 to 84.1 by 2012.	Improvement in the African American subgroup in the area of read, analyze and respond to literature in grades 7 and 8.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Highly Qualified Teachers will strengthen read, analyze, and respond to literature by utilizing EAGLE weekly during their lab time.

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

Students will use Interactive Reader and Writer for Critical Analysis to reinforce read, analyze and respond to literature.

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

Highly Qualified teachers will include read, analyze and respond to literature on all assessments given.

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

Daily Oral Language activities will focus on elements of grammar, punctuation and spelling particularly relevant to students.

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

Chomp, Chomp Grammar will be used to give immediate grammar feedback including punctuation and reteaching.

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

Reading Coach software will continue to be utilized in order to increase student comprehension, writing competency, and the ability to respond to constructed response questions with more proficiency for student participants continuing from last year through May 2012.

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

Achieve 3000 software will be used across the curriculum to improve performance of struggling students.

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

Highly Qualified Teachers will use United Streaming to access additional and current information on topics being studied in ELA.

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

Highly Qualified Teachers will continue to utilize Write for the Future to help improve literacy and writing in all subjects with all students throughout the year.

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

Highly Qualified Teachers will implement graphic organizers and foldables in their classroom instruction as a response to intervention.

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

Highly Qualified Teachers will provide 15 minutes of reinforcement as homework each night.

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

Appropriate release of responsibility will be given in all lessons resulting in student growth in literacy.

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

Highly Qualified Teachers will assist students in using the LEAP rubric and check list regularly to evaluate writing, revising, and editing skills.

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

Highly Qualified Teachers will design lessons using the Kagan Structures to increase student engagement in grammar and reading.

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

Highly Qualified Teachers will continue to implement the Socratic Circle method into in their classes.

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

Highly Qualified Teachers will assist students in learning the TASS strategy for writing across all subject areas.

ACTIVITY 17 (Activities indicated should address all subgroups; 500 Characters)

In order to expose students to higher order thinking skills, highly qualified teachers will assign the "Marlin Extreme Challenge Weekly" as a weekly challenge activity.

ACTIVITY 18 (Activities indicated should address all subgroups; 500 Characters)

Students will indicate their level of engagement by using the measure designated by their teacher(s) weekly.

ACTIVITY 19 (Activities indicated should address all subgroups; 500 Characters)

Families and community members will be invited to participate in hands-on real world learning activities dealing with curriculum on the night of "Monteleone Magic". Student directed hands-on problem solving activities involving inquiry-based learning will be conducted during the evening.

ACTIVITY 20 (Activities indicated should address all subgroups; 500 Characters)

Parental involvement activities will include monthly LEAP preparation problems including open-response, inquiry-based learning questions across the curriculum which will be included in the newsletter. Students will be awarded extra homework points for returning these completed questions with a parent signature.

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	The Highly Qualified Teachers will administer Math Checkpoints to all students four times during the year. The teachers will use the data to identify individual needs of their students and classes as a whole. Teachers will track student results and discuss individual progress with each student. The principal will meet with teachers to assist in any way needed.
1.2	Progress Monitoring	Math Checkpoints will be used to monitor if students are mastering GLE's throughout the year. The teachers will use the data to identify individual needs of their students and classes as a whole. Teachers will track student results and discuss individual progress with each student. The principal will meet with teachers to assist in any way needed.
1.3	Tiered Interventions	Teachers will collaborate weekly to plan tiered interventions for struggling students. Struggling students will use the Ascend program at least twice a week as a remediation to help master weak GLE's. Teachers will also use EAGLE to target specific GLE's for struggling students. An Ascend report will be run weekly to monitor student progress.
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase School Math CRT Index Scores in 8 th grade from 107.2 to 111.5 by 2012.	Improvement in the area of Algebra in grades 7 and 8.
1.2	To increase the Economically Disadvantaged Math percent proficiency from 75.6 to 80.2 by 2012.	Improvement in the Economically Disadvantaged Subgroup in the area of Algebra in grades 7 and 8.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Highly Qualified Teachers will include the use of algebraic expressions in all units.
ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Highly Qualified Teachers will focus on higher level geometric problem solving.
ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
Parental involvement activities will include monthly LEAP preparation problems including open-response, inquiry-based learning questions across the curriculum which will be included in the newsletter. Students will be awarded extra homework points for returning these completed questions with a parent signature.
ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
Highly Qualified Teachers will focus on Measurement and plan cross curricular activities with the Science and Ag Science Teachers.
ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)
Ascend will be used to increase students' proficiency in math and to assist/promote students who achieved Mastery on the iLEAP to elevate his/her score to Advanced.
ACTIVITY 6 (Activities indicated should address all subgroups; 500 Characters)
Use of District Wide Assessments to improve student achievement.
ACTIVITY 7 (Activities indicated should address all subgroups; 500 Characters)
Teach and reinforce multistep problem solving techniques, graphic organizers and foldables in order to increase student knowledge.
ACTIVITY 8 (Activities indicated should address all subgroups; 500 Characters)
Highly Qualified Teachers will meet weekly to collaborate in regard to the use of technology, Kagan Structures, curriculum and instruction.

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

Highly Qualified Teachers will plan and implement lessons that promote contextual learning and student engagement at appropriate levels while addressing the selected content standards through the use of the following technology devices: Quizdom, Ascend and Promethean Boards and software.

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

District Assessment results will be used to discuss what needs to be retaught and what interventions would best benefit students through WOW collaboration.

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

Families and community members will be invited to participate in hands-on real world learning activities dealing with curriculum on the night of "Monteleone Magic". Student directed hands-on problem solving activities involving inquiry-based learning will be conducted during the evening.

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

Students will indicate their level of engagement by using the measure designated by their teacher(s) weekly.

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

In order to expose students to higher order thinking skills, highly qualified teachers will assign the "Marlin Extreme Challenge Weekly" as a weekly challenge activity.

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

Appropriate release of responsibility will be given in all lessons resulting in student growth.

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

Highly Qualified Teachers will provide 15 minutes of reinforcement as homework each night.

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

Highly Qualified Teachers will strengthen algebra and geometry by utilizing EAGLE during their lab time.

ACTIVITY 17 (Activities indicated should address all subgroups; 500 Characters)

Highly Qualified Teachers will use United Streaming to access additional information and provide real life application of topics being studied in Math.

ACTIVITY 18 (Activities indicated should address all subgroups; 500 Characters)

Highly Qualified Teachers will utilize the TASS strategy to help improve literacy and writing in all subjects. Math teachers will encourage opportunities for students to express problem solving steps in written form.

ACTIVITY 19 (Activities indicated should address all subgroups; 500 Characters)

Reading Coach software will continue to be utilized in order to increase student comprehension, writing competency, and the ability to respond to constructed response questions with more proficiency and will increase students' abilities to comprehend word problems and multi-step math problems.

ACTIVITY 20 (Activities indicated should address all subgroups; 500 Characters)

Netbooks will be provided to enhance student engagement and enable teachers to design and provide additional technology based lessons.