

The seal of the Louisiana Department of Education is a large, faint watermark in the background. It features a central eagle with spread wings, 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 Northshore High School St. Tammany Parish School System

**Northshore High School
8-12**

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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)
Improved Cohort Graduation Index	1	Attendance/dropout data, Discipline/Expulsion data, Cohort Grad Index
9 th and 10 th Grade Math scores increasing for 2 years	2	CRT/NRT Index Trend, Grade Level Index, SPS Subject Level Index
All subgroups in 10 th grade math improved over 2 years	3	CRT Index Trend Data, TL Snapshots, NSSE Survey

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	Improved Cohort Graduation Index		
Domain/Subdomain (Choose One Only)	140 Climate: Student Attendance/Dropout ---		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. Over 2 years the cohort grad index has increased by 23.2 points	Attendance, Dropout data and Cohort graduation index	Archival	
2. Suspension rate has decreased by 5.4% for last 3 years	Discipline data	Archival	
3. Expulsion rate has decreased by 1% for last 3 years	Discipline data	Archival	

Contributing Factor 2		9 th and 10 th grade percent proficiency in math improved for 2 years	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Over 2 years the Math CRT index has improved by 21.8 points	CRT Index Data	Cognitive
2.	Over 2 years the Math NRT index has improved by 1.8 points	NRT Index Data	Cognitive
3.	NHS Math ACT score increased by 2.9 points compared to Plan test results	ACT Profile	Cognitive

Contributing Factor 3		All subgroups in 10 th grade Math improved percent proficient over 2 years	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	CRT Index in Math met goal for 2 years	CRT Index Trend Data	Cognitive
2.	82.4% of teachers believe class sizes are appropriate for effective learning	NSSE Survey	Cognitive
3.	70.7 % of teachers observed had activities aligned to EU/EQ in Math	TL Snapshots	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)
Decline in GEE Index	1	TL Snapshots, CRT Index, NRT Index
Declinde in iLeap Scores, English	2	NRT Index Trend Data, SPS Grade Level Index, Learning Walk Data
Decline in ELA SWD percent proficient	3	Proficiency Trend Data by Subgroup, TL Snapshots

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	Decline in GEE Index for last 2 years		
Domain/Subdomain (Choose One Only)	--- 510 CIA: Instructional Strategies		
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	70% of teachers observed did not have students engaged in activities aligned with EU/EQ in English	TL Snapshots	Cognitive
2.	The CRT index has declined by 3.8 points in ELA	CRT Index Trend Data	Behavioral
3.	Decline in NRT Index by 25.5 points in Language	NRT Index Trend Data	Behavioral

Contributing Factor 2		Decline in iLEAP Scores in English	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	9 th grade language index dropped by 15.5 points in Language	NRT Index Trend Data	Behavioral
2.	9 th Grade level potential weakness in ELA	SPS Grade Level Index	Behavioral
3.	Of the classes observed, less than 50% of the students were engaged during independent activities	Learning Walk Data	Cognitive

Contributing Factor 3		SWD ELA percent proficiency declined over 2 years	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	SWD percent proficient in ELA declined 14.6 points	Subgroup 9 th grade trend data	Behavioral
2.	Although SWD in 10 th grade ELA improved, it is still the lowest performing subgroup	Subgroups 10 th grade trend data	Behavioral
3.	42.9% of teachers observed are differentiating whole class instruction	TL Snapshots	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 checked="" 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	Increased percent proficient in constructed response in sections of GEE, ACT, and EOC.	Review lesson plans, learning walks data, and GEE, ACT, and EOC scores	
1.2	Increased use of GEE prompts and rubrics	Unit tests and Exams will reflect the GEE and EOC	
1.3	Increased continuity of strategies to address the GLEs throughout the department	TL Snapshots, Formal Observations, and lesson plans	
1.4	Decrease in 9 th grade retention rate	Grade Distribution Data	
1.5	Increase in student engagement	TL snapshots, Learning Walk data, and Student Surveys	
1.6	Increased percent proficient in Reading and Responding strands of GEE	Increased proficiency on GEE, ACT, and EOC tests.	
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)	
1.1	To increase NHS ELA CRT Index scores in 10 from 100.0 to 107.2 by 2012.	Improvement in reading and responding in grades 9 and 10.	
1.2	To increase SWD ELA percent proficient from 48.8 to 58.6 by 2012.	Improvement in reading, responding, and analyzing literature in 9 th and 10 th grades.	

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)	
All highly qualified English teachers will use annotating and summarizing, graphic organizers, reading assessments, and the RAGE strategy in lessons.	

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

All HQ English teachers will implement EAGLE at all grade levels, combine all components of literacy to promote analyzing skills and use differentiated instruction activities.

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

ALL ELA HQ teachers will attend professional development for using EAGLE to prepare students for EOC testing.

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

All HQ ELA teachers will use WFSG for collaboration with subject area teachers regarding GLEs and coaching by design across the curriculum.

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

All HQ teachers will use LCD projectors to train students to use online sources to facilitate writing and presentation skills.

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

All HQ ELA teachers will attend professional development for use of computer labs, Mimio boards, and the Holt essay online program.

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

Parents and Community members will voluntarily speak to students regarding the importance of literacy skills in the job force. Parents and community members will serve as mentors and panel members for Senior projects

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

All HQ 9th grade ELA teachers will observe 8th grade ELA teachers (Learning Walks) and collaborate with them regarding curriculum and assisting students in making transitions to high school.

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

The PBS program include a class syllabus providing rules and consequences developed by each teacher, NHS behavioral expectations, consequences, and reward posted throughout the campus. Rewards: Panther bucks, High 5, Panther Achievement, PBS Breakfast, Student of the Month

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

After school tutoring including ACT prep and GEE remediation will be offered 4 days /week.

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

All Counselors will set up accounts for any student interested in ACT Prep online.

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

Scheduling Night for Incoming Freshman and Freshman Orientation are provided for incoming 8th grade students and their parents to assist in transitioning to high school.

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

All HQ ELA teachers will review test data(iLEAP, GEE, and EOC) to determine the strands and GLEs that must be addressed in the curriculum.

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

NHS Design Team will provide professional development and coordinate collegial coaching by design activities.

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

At Risk 8th and 9th grade students will be using Achieve 3000 in the computer lab 2 times / week.

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

Open House & Parent Information Night for all grades is held at the beginning of each year.

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

The Graduation Coach will meet weekly with those students identified as At Risk by counselors

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

Any 9th grader deemed at Risk will be teamed in 9th grade & tracked throughout 10-12. Parental contract & academic contracts are made as needed.

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

All HQ Special Education teachers will maintain parental contact of students @risk 4 times each 9 week period. In addition the SAT committee addresses the needs of all learners through the implementation of RTI.

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 checked="" 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	Increase percent proficient in constructed response sections of GEE, ACT, and EOC tests	Review lesson plans, learning walk data, and GEE, ACT, and EOC scores
1.2	Increased percent proficient on data analysis, probability, discrete math, and algebra strands of GEE	Increased proficiency on GEE, ACT, and EOC tests.
1.3	Increased continuity of strategies to address GLEs throughout the department	TL Snapshots, Formal Observations, and Lesson plans
1.4	Decrease in 9 th grade retention rate	Grade Distribution Data and Failure Rate
1.5	Increase in student engagement	TL Snapshots, Learning Walk data, and Student Surveys
1.6	Increased use of computer labs regarding EOC and GEE prep	Lesson plans, TlSnapshots, Formal Observations, and Computer Lab Schedule
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase NHS Math CRT Index Scores in 9 th grade from 112.4 to 115.0 by 2012.	Improvement in constructed response items in grades 9 and 10.
1.2	To increase SWD Math percent proficient from 61.8 to 69.1 by 2012.	Improvement in the area of data analysis, discrete math and algebra in 9 th and 10 th grades.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)	
All HQ Math teachers will use reflective portfolios, word problems, constructed-response test items, and written reports to describe and analyze data.	

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

All HQ math teachers will focus on data analysis, discrete math, and algebra through bell ringers, problem sets, word problems, and constructed response items.

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

All HQ Math teachers will attend professional development for using EAGLE to prepare students for EOC testing.

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

All HQ Math teachers will use WFSG for collaboration by subject area teachers regarding GLEs and coaching by design across the curriculum.

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

All HQ Math teachers will have students using graphing calculators and/or computers to conduct research, collaborate and communicate data analysis, probability, discrete math, and algebra, using a variety of problem-solving investigations in real life situations.

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

All HQ Math teachers will attend professional development for the use of computer labs and mimio boards..

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

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