

School Improvement Plan

Operation Jumpstart Alternative School

St. Tammany Parish School System

Operation Jumpstart Alternative School

Grade Levels 5-12

23515 Highway 190 Building C-1

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	1	CRT Subject area, Subgroup Trend Data, CRT Index Trend
ELA	2	CRT 8 th grade, Whole school CRT, CRT subgroup[
Black	3	Subgroup Trend Data, % of Proficiency
White	4	Subgroup Trend Data, % of Proficiency

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		
Domain/Subdomain (Choose One Only)	--- 520 CIA: Curriculum Content		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. 2010 Whole School SPS: CRT Index Trend Data grade 6	CRT Index Trend Data	Cognitive	
2. 2010 Whole School SPS: CRT Index Trend Data grade 10	CRT Index Trend Data	Cognitive	
3. 2010 Subgroup: % Proficient Trend Data whole school	Subgroup Trend Data	Cognitive	

Contributing Factor 2		ELA	
Domain/Subdomain (Choose One Only)		--- 520 CIA: Curriculum Content	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	2010 CRT School Performance Report LEAP	CRT School Performance	Cognitive
2.	2010 CRT School Performance Report GEE	CRT School Performance	Cognitive
3.	2010 Whole School SPS: CRT Index Trend Data	SPS CRT Index Trend Data	Cognitive

Contributing Factor 3		Black	
Domain/Subdomain (Choose One Only)		--- 520 CIA: Curriculum Content	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	2010 % Proficient Subgroup Trend Data Analysis grade 6	Subgroup Trend Data	Cognitive
2.	2010 % Proficient Subgroup Trend Data Analysis grade 9	Subgroup Trend Data	Cognitive
3.	2010 Subgroup: % Proficient Trend Data grade 6	Subgroup 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)
ELA	1	CRT Subject Area, Subgroup Trend Data
Science	2	Whole School CRT
White	3	Subgroup Trend Data, % of Proficient
Black	4	Subgroup Trend Data, % of Proficient

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	ELA		
Domain/Subdomain (Choose One Only)	--- 520 CIA: Curriculum Content		
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	2010 CRT Subject Area	CRT Subject Area	Cognitive
2.	2010 Subgroup: % Proficient Trend Data	Subgroup Trend Data	Cognitive
3.	2010 Subgroup: %Proficient Trend Data grade 8	Subgroup Trend Data	Cognitive

Contributing Factor 2		Science	
Domain/Subdomain (Choose One Only)		--- 520 CIA: Curriculum Content	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Whole School SPS: CRT Index Trend Data grade 7	CRT Index Trend Data	Cognitive
2.	Whole Shool SPS: CRT Index Trend Data grade 6	CRT Index Trend Data	Cognitive
3.			Archival

Contributing Factor 3		White	
Domain/Subdomain (Choose One Only)		--- 520 CIA: Curriculum Content	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	2010 % Proficient Subgroup Trend Data Analysis	Subgroup Trend Data	Cognitive
2.	2010 Subgroup: % Proficient Trend Data grade 7	Subgroup Trend Data	Cognitive
3.			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.	Collaboration through Design Team Meeting
1.2		Teachers, paraprofessionals, and administration will attend meeting
1.3		Meeting will be held on monthly bases
1.4		Meeting notes will document meeting
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase School ELA CRT Index Scores in 9 th grade from 65. to 70. by 2012.	Improvement in the area of read, analyze, and respond to literature in 9 th grade.
1.2	To increase Students with Disabilities ELA percent proficiency from 27.3 to 30. by 2012.	Improvement in the area of read, analyze, and respond to literature with Students with Disabilities.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)	
Teachers and selected paras will collaborate and discuss the use of brainstorming techniques, create graphic organizers, learning logs, anticipation guides, or create vocabulary cards to demonstrate the ability to use higher order thinking skills as they read, analyze and respond to literature as a record of life experiences through identifying, comparing and responding to a variety of classic and contemporary fiction and non-fiction literature.	
ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)	
Parents and students will utilize the school web site to access student resource links related to real life applications of reading, analyzing and responding to literature with emphasis upon the GLE's mentioned in the Expected Impact. Students will be given related parent-student activity sheets monthly to bring home. Parents will be able to access appropriate lesson plans, homework assignments and exam schedules for involvement and monitoring their child's progress.	

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

Emphasis will be placed on content standards being addressed and GLE's mentioned in the expected impact. Delivery will focus on utilizing activity based learning strategies requiring the application of knowledge in real-life situations. Student learning will be evaluated through review of student journals. Teachers and paras will present lessons designed to teach students the processes needed to organize data and to respond to text using brainstorming techniques.

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 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	School staff participates in a variety of professional development designs aligned with expected improvement outcomes and professional learning that mirrors expected instructional methods.	Professional development is planned in differentiated learning.
1.2		All Jr. High teachers will receive professional development.
1.3		Professional development will be provided monthly.
1.4		Administration will use snap-shot visits to evaluate.
1.5		Administration will share snap-shots with teachers.
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase School Math CRT Index Scores in 8 th grade from 62.5 to 65. by 2012.	Improvement in the area of calculating, evaluating, and solving problems for 8 th grade students.
1.2	To increase Students With Disabilities Math percent proficiency from 36.4 to 38. by 2012.	Improvement in the area of calculating, evaluating, and solving problems for Students with Disabilities.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)	
Scheduled time to promote being safe, responsible, respectful and positive to enhance student integrity. Activities during this time will educate students on successful behaviors and will promote consistency in routine, relationships with classmates and teachers; and create an atmosphere for students to feel welcomed, valued and respected.	

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

Emphasis will be placed on Positive Behavior Support in order to teach content standards being addressed and GLE's. Delivery will focus on emphasizes teaching students the behaviors needed for the learning process. Student learning will be monitored and evaluated. Engagement: Teachers will incorporate Positive Behavior Support activities to target real-life numerical patterns, relations and functions. Authentic assessment tools requiring students to apply knowledge.

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

The teachers will be trained in, attend follow-up and collaborate on the Positive Behavior Support program to demonstrate in problem-solving investigations, an understanding of numerical, geometric and statistical patterns, changes in relations involving quantity and dimensions, and functions that represent and explain real-world situations. Additional P. D. opportunities will be available to assist teachers.

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

Parents and students will utilize the school web site to access student resource links related to real life applications of reading, analyzing and responding to literature with emphasis upon the GLE's mentioned in the Expected Impact. Students will be given related parent-student activity sheets monthly to bring home. Parents will be able to access appropriate lesson plans, homework assignments and exam schedules for involvement and monitoring their child's progress.