

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 Pearl River High School St. Tammany Parish School System

**Pearl River High
Grades 8-12
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Pearl River, LA 70452
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December 10, 2010

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)
Strong school community that focuses on safety and a positive learning environment	1	STI Adm. Reports/School Report Card, PBS Assessment, Parent, Student, & Community Surveys, District QAR Report
9 th Grade has shown substantial growth in all indexes in the past four years, and a promotion rate to 10 th grade of 98% past 2 years.	2	STI Administrative Reports, Sch. Report Card, Cohort Grad Report, Grade Level Tracking Report, Whole School NRT & CRT Indexes, RTI data
Increased # of students completed high school, earned Academic Endorsements, CTEs, IBCs, & are prepared for post-secondary ed.	3	STI Adm. Reports/School Report Card, CATE Report, Parent, Student, & Community Surveys, District QAR Report

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		Strong school community that focuses on safety and a positive learning environment.	
Domain/Subdomain (Choose One Only)		110 Climate: Personal Safety Respect ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Louisiana State PBS Assessment Score for PRHS was 98% in 2010	State PBS Assessment	Archival
2.	Expulsion rate has been 0% for the past 2 years	School Report Card	Archival
3.	Suspension rate decreased by 14.2% in the past 2 years (2010 =7.5%)	School Report Card	Archival
4.	95% of surveyed parents said PRHS is orderly and supports a positive learning environment based on PBS. 100% of surveyed teachers witnessed positive examples of student and staff using PBS. 93% of students felt that PRHS provides a positive/safe learning environment.	Parent, Teacher and Student Surveys	Attitudinal

Contributing Factor 2		9th Grade has shown substantial growth in all indexes in the past four years, and the promotion rate to 10th grade in 2009 was 97% and in 2010 was 98% ..	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	9 th grade iLEAP scores are significantly higher than 8 th grade LEAP scores for the past 4 years	9 th grade NRT & CRT Indexes, Grade Level Tracking Report	Cognitive
2.	98% promotion rate for 9 th grade for 2010	STI Administrative Reports & La. State Dropout Prevention Report	Archival
3.	Continued use of Guaranteed Curriculum and Comprehensive Curriculum	Classroom observations	Behavioral
4.	Collaborative/instructional support system focused in 9 th Grade Academy	9 th Grade Academy Logs, STI Administrative Reports & La. State Dropout Prevention Report	Archival

Contributing Factor 3		Increased # of students completed high school, earned Academic Endorsements, CTEs, IBCs, & are prepared for post-secondary education.	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Graduation Index has increased from 95.6 to 119.2 in the past 3 years.	School Report Card	Archival
2.	Increased Academic Endorsements , Career Technical Endorsements , & Industry Based Certificaitons	La. State CATE Report and School Report Card	Archival
3.	Increased number of students earned college credit in dual-enrollment classes (+368) and articulated classes (+224)	La. State CATE Report and School Report Card	Archival
4.	100% of parents surveyed said they are aware that PRHS offers dual enrollment classes and that their child is academically prepared for the next grade or post secondary education.	PRHS School Quality Parent Survey	Attitudnal

*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)
Teachers do not adequately align curriculum, differentiate instruction and address strategies which promote HOTS.	1	District QAR Report, Learning Walks, Teacher Observations, NSSE Student Survey
ELA & Math % Proficiency scores for SWD are lowest when compared to all subgroups	2	% Proficient Subgroup Trend Data, Achievement Gap Analysis, STI Administrative Reports
10 th grade GEE scores in ELA consistently have been lower when compared to 9 th grade iLeap scores	3	CRT Index for iLeap and GEE ELA, iLeap/GEE Tracking Scores Report

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	Teachers do not adequately align curriculum, differentiate instruction and address strategies which promote HOTS.		
Domain/Subdomain (Choose One Only)	--- 510 CIA: Instructional Strategies		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. Wide disparity of ability of teacher to differentiate instruction and address strategies which promote higher cognitive levels of student understanding	District Quality Assurance Review 2010	Behavioral	
2. 39% of teachers use whole-group instruction that is primarily teacher-centered	Learning Walks and Teacher Observations	Behavioral	
3. 47% of students surveyed stated that teachers do not use a variety of activities to make learning interesting or to meet the needs of the students	Student Survey	Attitudinal	

Contributing Factor 2		10 th grade SWD have had the lowest proficiency scores in ELA & Math for 6 years when compared to all subgroups	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Only 35.3% SWD in Grade 10 scored proficient in ELA,	GEE CRT data	Cognitive
2.	Only 30.0% SWD in Grade 10 scored proficient in Math	GEE CRT data	Cognitive
3.	10 th Grade SWD Achievement Gap has been the largest for the past 6 years	Achievement Gap Analysis, % Proficient Subgroup Trend Data	Archival

Contributing Factor 3		10 th grade GEE scores in ELA consistently have been lower when compared to 9th grade iLeap scores	
Domain/Subdomain (Choose One Only)		--- 520 CIA: Curriculum Content	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	GEE proficiency scores for ELA have been consistently below other subjects for the past 3 years	CRT Trend Index	Cognitive
2.	For the past 4 years 9 th grade ELA scores have surpassed 10 th grade scores	iLeap/GEE Tracking Scores Report	Cognitive
3.	10th Grade SWD Achievement Gap has been the largest for the past 6 years	Achievement Gap Analysis, % Proficient Subgroup Trend Data	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 is done through Whole Faculty Study Group meetings attended by highly qualified teachers, administrators, and District Curriculum Specialists and District Technology Coordinator. Meetings are held monthly, documented by WFSG logs which are reviewed by administrators who give feedback during monthly faculty meetings and planned professional development activities. HQ teachers utilize information gathered to analyze data, align curriculum, develop engaging lesson plans and implement PBS.
1.2	School staff participates in a vareity of professional development designs aligned with expected improvement and outcomes and professional learnnig that mirrors expected instructional methods.	HQ teachers will meet monthly to focus on professional development activities which include Literarcy Strategies, RTI and MEL. PD activities will be provided by District Curriculum Specialists, District Technology Coordinator, and District Level Special Education Instructors. HQ administrators will monitor follow-up and check for implementation through weekly Learning Walks, and formal observations. HQ teachers will examine student work each month during WFSG. Results from analyzing student work will be used to adjust instruction and plan additional follow-up professional development needs.
1.3	New classroom practices are implemented as a result of follow-up support.	HQ administrators will monitor follow-up and will check for implementation of instructional practices as a result of professional development by checking weekly lesson plans posted on TeacherWeb linked to school web site, and completing weekly Learning Walks. Highly qualified teachers will examine student work each month during WFSG. Results from analyzing student work will be used to adjust instruction and plan additional follow-up professional development needs.

OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase School ELA CRT Index Scores in 9 th - 10 th grades from 90.5 to 100.3 by 2012.	Improvement in the area of read, analyze, and respond to literature in grades 8-12.
1.2	To increase SWD ELA percent proficiency from 48.6% to 58.3% by 2012.	Improvement in the area of read, analyze, and respond to literature in grades 8-12 for SWD.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
9 th and 10 th grade students whose scores indicate weaknesses in ELA will be placed in reading classes and ELA remediation/tutoring that utilizes the Achieve 3000 and Fast ForWord individualized prescriptive computer reading programs.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
HQ teachers will also use the Guaranteed Curriculum and its various assessments to provide a variety of activities to accommodate individual differences among students.

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

ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
Through Whole Faculty Study Groups, HQ teachers will learn to use Literacy Strategies across the content areas to improve student performance.

ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)
Students, parents, HQ teachers, and community partners will participate in "PRHS Career Fest " to inform them of possible career and post-secondary pathways and options.

ACTIVITY 6 (Activities indicated should address all subgroups; 500 Characters)
HQ teachers, administrators, students, and parents will participate in grade level Scheduling Nights to help students choose appropriate course offerings for graduation requirements, TOPS, career pathway opportunities, and post-secondary preparation.

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

Professional Development for HQ teachers to help them align the written curriculum with the taught curriculum through Whole Faculty Study Groups

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

HQ teachers in 9th grade will use common planning periods and Freshman Academies to form collaborative teams which will focus on creating engaging lesson plans and activities, communicate with students and parents.

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

Special training through job-embedded professional development WFSG will provide HQ teachers with the opportunity to learn how convert traditional lessons to digital using the Promethean Board and its applications for differentiated learning.

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

Teachers will use the school-wide PBS program throughout the year by incorporating appropriate classroom incentives to recognize and reward positive student behaviors.

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

Monthly technology training for professional development through WFSG for all HQ teachers to help them integrate technology with the GLEs and provide differentiated instruction with regards to RTI

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

HQ 9th grade teachers from PRHS and HQ 8th grade teachers from Creekside Jr. High will meet in April 2011 to collaborate and implement transitional activities for students moving to the high school.

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

Students in Tiers 1-3, in grades 8-12 that are at-risk of failing course work and/or high stakes testing will improve writing and math skills by utilizing the Read, Write and GOLD computerized program as a Response to Intervention.

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

HQ teachers will develop and utilize for each class a "Measure of Engagement" to use in class to get feedback from students with regards to the level of student engagement to share in WFSG while examining student work.

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

SWD will receive homework and test preparation assistance with HQ teacher supervision from the student members of the "Rebel Peer Buddies" organization which pairs disabled students with non-disabled peers.

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

The PRHS School-to-Work program will develop partnerships with local community businesses to provide student interns with real-world work experiences.

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

To enhance student HOTS, parents and community leaders will address students on comprehension, analysis and problem solving; and community leaders will act as mentors for Senior Projects.

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

As part of our RTI strategies, before- school and after-school tutoring will be made available to all students who need additional assistance.

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

HQ teachers of 10th grade at-risk students will use common planning periods and Sophomore Academy to form collaborative teams which will focus on creating engaging lesson plans and activities, communicate with students and parents.

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

Through the use of the school's web site and TeacherWeb all HQ teachers will post their lesson plans and homework assignments weekly for student and parent use; and will use email, teacher web sites, and STI to communicate with parents and students.

GOAL 2		By 2013-2014, all students will each high standards, attainig 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	Aligns collaborative work with school improvement goals.	Collaboration is done through Whole Faculty Study Group meetings attended by highly qualified teachers, administrators, and District Curriculum Specialists and District Techology Coordinator. Meetings are held monthly, documented by WFSG logs which reviewed by administrators who give feedback during monthly faculty meetings and planned professional development activities. Highly qualified teachers utilize information gathered to analyze data, align curriculum, develop engaging lesson plans and implement PBS.
1.2	School staff participates in a vareity of professional development designs aligned with expected improvement and outcomes and professional learnnig that mirrors expected instructional methods.	Highly qualified teachers will meet monthly to focus on professional development activities which include RTI and MEL. PD activities will be provided by District Curriculum Specialists, District Technology Coordinator, and District Level Special Education Instructors. Highly qualified administrators will monitor follow-up and check for implementation through weekly Learning Walks, and formal observations. Highly qualified teachers will examine student work each month during WFSG. Results from analyzing student work will be used to adjust instruction and plan additional follow-up professional development needs.
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OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase School Math CRT Index in 9 th - 10 th grade from 93.7 to 102.5 by 2012.	Improvement in the area of measuement in grade 10.
1.2	To increase SWD Math proficiency from 37.5% to 49.3% by 2012.	Improvement in the area of measurement in grade 10 for SWD.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
9th and 10th grade students whose scores indicate weaknesses in Math will be placed in Math remediation/tutoring that utilizes the Promethean Board, and other prescriptive elements that include KUTA Math software program EAGLE, LA Pass,
ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
HQ teachers will also use the Guaranteed Curriculum and its various assessments to provide a variety of activities to accommodate individual differences among students and to improve their reading, responding and writing skills in Mathematics .
ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
In-coming 9 th grade students will participate in Freshman Orientation with family members prior to the start of school to facilitate a smooth transition from junior high to high school.
ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
Students, parents, HQ teachers, and community partners will participate in "PRHS Career Fest " to inform them of possible career and post-secondary pathways and options.
ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)
HQ teachers, administrators, students, and parents will participate in grade level Scheduling Nights to help students choose appropriate course offerings for graduation requirements, TOPS, career pathway opportunities, and post-secondary preparation.
ACTIVITY 6 (Activities indicated should address all subgroups; 500 Characters)
Professional Development through Whole Faculty Study Groups for HQ teachers to help them align the written curriculum with the taught curriculum by focusing on creating, implementing, and integrating effective teaching and learning practices that will result in an increase in student learning and a decrease in negative behaviors of students.
ACTIVITY 7 (Activities indicated should address all subgroups; 500 Characters)
HQ teachers in 9th grade will use common planning periods and Freshman Academies to form collaborative teams which will focus on creating engaging lesson plans and activities, communicate with students and parents.

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