

The seal of the Louisiana Department of Education is a circular emblem. It features a central figure of a person holding a torch, surrounded by the text "STATE OF LOUISIANA" at the top and "DEPARTMENT OF EDUCATION" at the bottom. The words "CONFIDENCE" and "JUSTITIA" are also visible within the seal's design.

# **School Improvement Plan Pitcher Junior High School St. Tammany Parish School System**

**Pitcher Junior High  
7<sup>th</sup> and 8<sup>th</sup> grade  
415 S. Jefferson Ave.  
Covington, Louisiana 70433  
Roslyn Hanson  
985-892-3021  
[roslyn.hanson@stpsb.org](mailto:roslyn.hanson@stpsb.org)**

***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)
Students scoring proficient in ELA grade 7	1	CRT data, NRT data, ELA subgroup data, Principal's Report Card
Increase in attendance over three consecutive years	2	observations, attendance data, principals report card
Economically Disadvantaged subgroup data indicates a decrease in achievement gap in ELA	3	CRT Sub group data, Observations,

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	Students scoring proficient in 7 <sup>th</sup> grade ELA		
Domain/Subdomain (Choose One Only)	210 Culture: Student Expectations ---		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. CRT data indicates an increasing trend in SPS Subject /Grade Level index.	NRT Data	Cognitive	
2. Attendance index has increased	Principals Report Card	Archival	
3. ELA subgroup performance has increased for ED, White, and Black subgroups	CRT Data	Archival	

<b>Contributing Factor 2</b>		Increase in attendance over three consecutive years	
<b>Domain/Subdomain</b> (Choose One Only)		140 Climate: Student Attendance/Dropout ---	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Attendance index indicates a decreasing trend in student absenteeism	Principal's Report Card	Archival
2.	Drop out index has declined	CRT Data	Archival
3.	SPS has increased over the past two years	SPS Index Data	Cognitive

<b>Contributing Factor 3</b>		Economically Disadvantaged subgroup data indicates a decrease in achievement gap in ELA	
<b>Domain/Subdomain</b> (Choose One Only)		210 Culture: Student Expectations ---	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	ED percent proficient has increased from 45.4 - 53.5- 65.8	CRT Trend data	Cognitive
2.	Met school AYP for ED subgroup	Principal's Report Card	Archival
3.	WFSG focus on expectations for students	Observation	Attitudinal

\*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)
School Wide performance in Math	1	CRT Data, Subgroup Data, Checkpoints
SWD Subgroup percent proficiency performance in all subject areas	2	CRT Data, NRT Data, Principals Report Card, Checkpoints
Strand 5 Performance in ELA: Reading and Analyzing Literature	3	CRT Data, TLS, Observation

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>	School Wide performance in Math		
<b>Domain/Subdomain</b> (Choose One Only)	210 Culture: Student Expectations ---		
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Student decrease across subgroups in math for the past three years	CRT Data	Cognitive
2.	SWD Subgroup decline in math	Subgroup Data	Cognitive
3.	Student performance of Content Standards 1, 2, and 6	Checkpoints	Cognitive

<b>Contributing Factor 2</b>		SWD Subgroup performance in all subject areas	
<b>Domain/Subdomain</b> (Choose One Only)		210 Culture: Student Expectations ---	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Subgroups Trend Data indicates SWD as lowest performing subgroup in ELA and Math	CRT Data	Cognitive
2.	Grade level performance indicates SWD performing below whole school in all subject areas	CRT Data	Cognitive
3.	Growth in the achievement gap 42.8 to 53.5	Trend Data	Archival

<b>Contributing Factor 3</b>		Strand 5 Performance in ELA: Reading and Analyzing Literature	
<b>Domain/Subdomain</b> (Choose One Only)		220 Culture: Collaboration ---	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Decrease in the number of students performing Mastery or Advanced	CRT Data	Cognitive
2.	Content Strand Analysis indicates a five year trend in low performance in Content strand 6: Reading and analyzing literature	CRT 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

<b>GOAL 1</b>		By 2013-2014, all students will reach high standards, attaining proficiency or better in reading/ language arts.	
<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.	Highly qualified teachers attend bi monthly WFSG learning teams to design meaningful and engaging work for students based on data and identified areas of need. Documentation is maintained in the learning team binder and accessed by administration for support.	
<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.	Highly qualified teachers collaborate and share best practices. Curriculum specialist provide professional development and offer highly qualified teachers support through the WFSGs. Administrators observe teachers and provide feedback towards long term and short term objectives.	
<b>1.3</b>	New classroom practices are implemented as a result of follow-up support	Learning teams review student performance through assessments alligned with the content areas of need. Lesson designs reflect teacher collaboration and analyzing of student work to assess increase in student performance.	
<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)	
<b>1.1</b>	To increase School ELA CRT Index Scores in th and 8 <sup>th</sup> grade from 93.8 to 102.5 by 2012.	Improvement in the area of read, analze, and respons to literature in grades 7 and 8	
<b>1.2</b>	To increase SWD ELA percent proficient from 24.0 to 38.4 by 2012.	Improvement in SWD performance in the area of read, analze, and respons to literature in grades 7 and 8	

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will participate in bimonthly whole faculty learning groups. Using data driven needs assessments, teachers collaborate to design effective and engaging lessons that incorporate research based strategies. Curriculum specialist, Resource Helping Teacher, and other representatives provided support and feedback. Learning teams collaborate to design, assess, review and revise lesson designs.
<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
The school will implement a school wide behavior support program (PBS) based on the positive behavior support theory. Students will participate in on going support through the instruction of expectations which are necessary for a safe and positive learning environment. PBS committee will meet quarterly to plan student and teacher recognition and reward days.
<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will follow the Guaranteed Curriculum and the Comprehensive Curriculum for classroom instruction. Embedded with Literacy Strategies and enriched with technology, lessons will be differentiated based on the individual needs of the student.
<b>ACTIVITY 4</b> (Activities indicated should address all subgroups; 500 Characters)
The students will be assessed for area of need and provided differentiated programs for instruction and activities to increase student performance. Based on data, targeted students will receive instruction through LEAP, WIN,, ESL, Study Skills, resource, and special education classes. Targeted students will participate in LEAP Intervention, Achieve3000, Read, Write, and Gold as well as other programs of support.
<b>ACTIVITY 5</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers and administrators will use (RTI) the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions. Intervention will include Second Step, Teacher Encyclopedia of Behavior Management, Check In Check Out, counseling, student and teacher conferences, CHAMPS. PBS, and SADFS program.
<b>ACTIVITY 6</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will embed lesson designs with technology that is effective and engaging for students. Computers, lap tops, internet, projectors, document cameras, flip cameras, promethean boards, interactive software and hardware will be available for instruction.

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

Design team participants will participate in monthly meetings that focus on the modeling a process of design for innovation that translates the district strategic design into strategic action at the school level. School design team representatives will develop the capacity to use design principals to innovate.

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

Highly qualified teachers will participate in quarterly and on-going professional development. They will acquire a minimum of six hours each year of Continuing Learning Units.

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

Literacy Strategies will be implemented across the content areas and embedded in the lesson design. Opportunities will be provided for students to read fiction and non-fiction material. Students will have a minimum of 20 minutes daily for SSR (Sustained Silent Reading).

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

Student performance data will be analyzed to determine student's area of need and highly qualified teachers will design lessons that incorporate daily opportunities to model and practice strategies to improve student performance in identified content standards: Reading and analyzing literature, Algebra and Number and Number Relations.

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

Community outreach will include opportunities for all stakeholders to attend school functions that will create relationships that support transitions to, during, and from the junior high setting. Participation in Safer St. Tammany Meetings, Learning Community collaboration, Future Panthers Pine View Middle School Visits, Covington High Cub Day, Parent Teacher Association, Open House, Pitcher Pizzazz Student Showcase, and other opportunities will be offered.

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

Communication will be enhanced through the use of technology systems such as Blackboard, STI, SETs, and teacher websites.

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

The school cultura will be established as a safe learning environment. Policies and procedures will be outlined in the teacher handbook, Crisis Management Plan, Discipline / Behavior Plan, Family Involvement Polciy, Safe and Drug Free Prevention Activites, Teacher Quality Strategies, Student Code of Coduct, and Transition Plans.

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

21<sup>st</sup> Century Learning after school program will be offered to students. Particianting students will be receive academic homework help and service learning.

<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.	Highly qualified teachers attend bi monthly WFSG learning teams to design meaningful and engaging work for students based on data and identified areas of need. Documentation is maintained in the learning team binder and accessed by administration for support.	
<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	Highly qualified teachers collaborate and share best practices. Curriculum specialist provide professional development and offer highly qualified teachers support through the WFSGs. Administrators observe teachers and provide feedback towards long term and short term objectives.	
<b>1.3</b>	New classroom practices are implemented as a result of follow-up support	Learning teams review student performance through assessments aligned with the content areas of need. Lesson designs reflect teacher collaboration and analyzing of student work to assess increase in student performance.	
<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 7th and 8th grade from 88.4 to 98.9 by 2012	Improvement in the area of algebra and geometry.	
<b>1.2</b>	To increase SWD ELA percent proficient from 12.0 to 28.7 by 2012	Improvement in SWD performance in the areas of algebra and geometry in grades 7 and 8	

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will participate in bimonthly whole faculty learning groups. Using data driven needs assessments, teachers collaborate to design effective and engaging lessons that incorporate research based strategies. Curriculum specialist, Resource Helping Teacher, and other representatives provided support and feedback. Learning teams collaborate to design, assess, review and revise lesson designs.
<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
The school will implement a school wide behavior support program (PBS) based on the positive behavior support theory. Students will participate in on going support through the instruction of expectations which are necessary for a safe and positive learning environment. PBS committee will meet quarterly to plan student and teacher recognition and reward days.
<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will follow the Guaranteed Curriculum and the Comprehensive Curriculum for classroom instruction. Embedded with Literacy Strategies and enriched with technology, lessons will be differentiated based on the individual needs of the student.
<b>ACTIVITY 4</b> (Activities indicated should address all subgroups; 500 Characters)
The students will be assessed for area of need and provided differentiated programs for instruction and activities to increase student performance. Based on data, targeted students will receive instruction through LEAP, WIN,, ESL, Study Skills, resource, and special education classes. Targeted students will participate in LEAP Intervention, Achieve3000, Read, Write, and Gold as well as other programs of support.
<b>ACTIVITY 5</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers and administrators will use (RTI) the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions. Intervention will include Second Step, Teacher Encyclopedia of Behavior Management, Check In Check Out, counseling, student and teacher conferences, CHAMPs. PBS, and SADS program
<b>ACTIVITY 6</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will embed lesson designs with technology that is effective and engaging for students. Computers, lap tops, internet, projectors, document cameras, flip cameras, promethean boards, interactive software and hardware will be available for instruction.

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

Design team participants will participate in monthly meetings that focus on the modeling a process of design for innovation that translates the district strategic design into strategic action at the school level. School design team representatives will develop the capacity to use design principals to innovate

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

Highly qualified teachers will participate in quarterly and on-going professional development. They will acquire a minimum of six hours each year of Continuing Learning Units.

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

Literacy Strategies will be implemented across the content areas and embedded in the lesson design. Opportunities will be provided for students to read fiction and non-fiction material. Students will have a minimum of 20 minutes daily for SSR (Sustained Silent Reading).

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

Student performance data will be analyzed to determine student's area of need and highly qualified teachers will design lessons that incorporate daily opportunities to model and practice strategies to improve student performance in identified content standards: Reading and analyzing literature, Algebra and Number and Number Relations

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

Community outreach will include opportunities for all stakeholders to attend school functions that will create relationships that support transitions to, during, and from the junior high setting. Participation in Safer St. Tammany Meetings, Learning Community collaboration, Future Panthers Pine View Middle School Visits, Covington High Cub Day, Parent Teacher Association, Open House, Pitcher Pizzazz Student Showcase, and other opportunities will be offered.

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

Communication will be enhanced through the use of technology systems such as Blackboard, STI, SETs, and teacher websites.

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

The school cultural will be established as a safe learning environment. Policies and procedures will be outlined in the teacher handbook, Crisis Management Plan, Discipline / Behavior Plan, Family Involvement Polciy, Safe and Drug Free Prevention Activites, Teacher Quality Strategies, Student Code of Coduct, and Transition Plans

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

21st Century Learning after school program will be offered to students. Particianting students will be receive academic homework help and service learning.