

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 Salmen High School St. Tammany Parish School System

**Salmen High School
9-12
300 Spartan Dr.
Slidell, LA 70458
Mrs. Terri Wortmann
985-643-7359
terri.wortmann@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)
Whole School scores improved in Math and ELA	1	Principal's Report Card; School Performance Score Report
Decrease in achievement gap in Black, Economically Disadvantaged, and Hispanic subgroups in Math/ELA	2	Data Analysis Report; Observational Data; SPS Subgroup Index
Suspension and expulsion rates declined	3	Discipline Reports; Data Analysis Report; Academy Reports

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	Whole School scores improved in Math and ELA		
Domain/Subdomain (Choose One Only)	220 Culture: Collaboration 510 CIA: Instructional Strategies		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. Whole School English NRT Index improved by 7.7 in four years. Whole School Math NRT Index improved by 5.9 in four years.	Principal's Report Card; School Performance Score Report; Data Analysis Report	Cognitive	
2. Whole School English CRT Index improved by 23.4 in three years. Whole School Math CRT Index improved by 18.7 in three years.	Principal's Report Card; School Performance Score Report; Data Analysis Report	Cognitive	
3. Use of Guaranteed and Comprehensive Curriculum	Surveys; Lesson Plans; School Server	Attitudinal	
4. Faculty Professional Development	PD log sheets	Archival	

Contributing Factor 2		Decrease in achievement gap in Black and Economically Disadvantaged in Math/ELA	
Domain/Subdomain (Choose One Only)		260 Culture: Other - Culture 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Decrease in achievement gap of 19.2 in Black ELA and 14.4 Black Math last three years	Trend Data Analysis (CRT)	Cognitive
2.	Decrease in Economically Disadvantaged by 13.2 in last four years	Trend Data Analysis (CRT)	Cognitive
3.	Increased collaboration among Academy teachers	Academy Reports; Classroom Observations	Archival
4.	School-wide PBS incentives and team building activities	Observational Data	Behavioral

Contributing Factor 3		Suspension and Expulsion Rates Declined	
Domain/Subdomain (Choose One Only)		210 Culture: Student Expectations 550 CIA: Other	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Decrease in suspension and expulsion rates	Discipline Reports; Data Analysis Report	Archival
2.	Academy program activities	Learning Walks; Lesson Plans; Surveys	Archival
3.	Increased positive communication opportunities between teachers and students in Spartan Family homerooms	Learning Walks; Teacher Feedback	Attitudinal
4.	PBS Score Improvement	PBS Evaluation Rubric	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)
Ninth Grade SPS scores lower in Math	1	NRT Trend Data Analysis; School Performance Score Report
Tenth Grade scores lower in ELA	2	CRT Trend Data Analysis; School Performance Score Report
Low scores of Students with Disabilities	3	Subgroup Trend Data Analysis; School Performance Score Report; Progress Reports
Achievement gap among subgroups	4	NRT and CRT Data Analysis; School Performance Score 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	Ninth Grade Performance on NRT Math		
Domain/Subdomain (Choose One Only)	210 Culture: Student Expectations 610 PD: Instructional Focus		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. Ninth Grade Black subgroup scored -21.8 when compared to Hispanic subgroup and -17 when compared to White subgroup in Math	SPS Subgroup Trend Analysis	Behavioral	
2. Ninth Grade potential weakness in NRT Math when compared to Tenth CRT Math (-21.4)	SPS Grade Level Index	Behavioral	
3. Less than 60% of teachers using differentiated instruction	Learning Walks; Observation	Cognitive	

Contributing Factor 2		Tenth Grade Performance on CRT ELA	
Domain/Subdomain (Choose One Only)		210 Culture: Student Expectations 610 PD: Instructional Focus	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Tenth Grade Black subgroup scored -21.8 when compared to Hispanic subgroup and -17 when compared to White subgroup in ELA	SPS Subgroup Trend Analysis	Behavioral
2.	Tenth Grade potential weakness in CRT ELA when compared to Ninth NRT ELA	SPS Grade Level Index	Behavioral
3.	Snapshot evaluations indicate a need for a greater emphasis on engaging higher order thinking skills through engaging lessons.	Snapshots; Learning Walks	Cognitive

Contributing Factor 3		Low Performance Scores of SWD	
Domain/Subdomain (Choose One Only)		210 Culture: Student Expectations 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	SWD subgroup has the lowest proficiency of all groups with an ELA CRT score of 16.6	School Performance Score Report 2010	Behavioral
2.	SWD subgroup has the lowest proficiency of all group with a Math NRT score of 22.2	School Performance Score Report 2010	Behavioral
3.	SWD scores indicate the group to be lowest performing across six years	Data Analysis Report	Behavioral

*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	Performance-based assessments align with instruction, curriculum and school improvement goals for all learners.	Weekly HQ teacher evaluations of lesson plans, observational data, and standardized test scores for identification of strategies to increase proficiency of all students.	
1.2	Increased problem solving capabilities and an increased ability to apply and transfer knowledge strategically on mock standardized assessments.	HQ teachers will provide unit and concept assessments quarterly that align with standardized benchmarks, using results to drive instruction.	
1.3	Collaboration of stakeholders to develop continuous, challenging and multidisciplinary tasks to address curriculum and GLEs.	HQ teachers will document through lesson plans, collaborative meetings/blogs, and observations, methods of working across disciplines to increase student proficiency.	
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)	
1.1	To increase Salmen's ELA CRT Index Scores in grade 10 from 85.3 to 96.8 by 2012.	Improvement in the area of Writing Competently in grades 10 and 11.	
1.2	To increase Whole School ELA CRT Index Scores in grade 9 from 81.6 to 94.4 by 2012.	Improvement in the area of read, analyze, and respond to literature in grade 9.	
1.3	To increase SWD ELA proficiency in grade 10 from 16.6 to 32.4 in 2012.	Improvement in reading, responding, and analyzing literature in 10 th grade.	

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Literacy Based Technology Program (Merit Software and Achieve 3000) for 9 th and 10 th grade students to develop problem solving and comprehension skills
ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Literacy Strategies in the Classroom (GIST, RAGE, Vocabulary Cards, Cooperative, Multidisciplinary) to develop problem solving and comprehension skills
ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
WFSG collaboration among all teachers regarding literacy strategies in all subject areas
ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
Family/Community Involvement in special programs (Career Fair, College Fair, Guest Speakers, Field Activities, STETS) that address job, literacy, and post-secondary skills
ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)
All HQ Teachers will chart progress of at risk students weekly and report declines to SAT Coordinator
ACTIVITY 6 (Activities indicated should address all subgroups; 500 Characters)
School-wide PBS activities to promote positive study habits and skills
ACTIVITY 7 (Activities indicated should address all subgroups; 500 Characters)
Weekly/Monthly Tracking, Monitoring, and Interventions for at-risk students
ACTIVITY 8 (Activities indicated should address all subgroups; 500 Characters)
Open House, Parent Informational Meetings, Freshmen Orientation to assist in decision-making and transitioning.

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

Collaborative discovery/learning walks with HQ Teachers and Administrators to assist in evaluating transitional needs from junior high to high school

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

Design Team will coordinate activities for teacher collaboration in school improvement twice each nine weeks.

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

HQ Teachers learn to use technology as instructional tools through tech in-services and professional development opportunities

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

HQ Teacher-parent-community communication through Teacherweb, STI, and email

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

Administration-HQ Teacher collaboration using technological resources, including the Salmen Server, e-mail, and Blackboard for discipline reporting, lesson plan posting, faculty posting forums, lab reservations, broadcasting, memos, and messages

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

Freshman Academy as a transitional model in 9th grade education

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

HQ Teachers design quality lesson plans that align with ELA curriculum

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

School-wide literacy and problem solving activity

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

HQ Teachers provide technology rich assignments that utilize research, problem solving, analytical, and communicative skills to students school-wide.

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

PBS is used as a means of promoting positive communication, motivation, and responsible behavior

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

HQ Teachers will evaluate data and trends in reference to student achievement in monthly department meetings and identify strategies to strengthen weaknesses.

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

After school tutoring for remediation and test preparation is available to students school-wide three days per week.

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	
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OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)	
1.1	To increase Salmen's Whole School Math CRT Index Scores from 87.8 to 98.5 by 2012.	Improvement in the area of measurement for all students.	
1.2	To increase Whole School Math in grade 9 from 77.8 to 91.9 by 2012.	Improvement in the area of measurement for 9 th grade.	
1.3	To increase SWD Math proficiency in grade 9 from 22.2 to 37.0 in 2012.	Improvement in the area of measurement for SWD.	

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