

The seal of the Louisiana Department of Education is a large, faint watermark in the background. It features a central eagle with wings spread, 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

St. Tammany Junior High School

St. Tammany Parish School System

St. Tammany Junior High School
Grades 6-8
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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)
Black and Students With Disabilities subgroups showed improvement in math.	1	iLEAP, LEAP % Proficient, IEP Progress Reports
7 th grade as a whole showed improvement.	2	CRT Index
ELA performance remains relatively strong.	3	CRT Index, NRT
7 th and 8 th grade social studies performance remains strong.	4	CRT Index

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 With Disabilities were included in general education math classes in addition to resource math classes.		
Domain/Subdomain (Choose One Only)	250 Culture: Equity/Access ---		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. Students received additional math instructional minutes.	STI	Archival	
2. Special education and general education teachers collaborated to create lesson plans.	Lesson Plans	Behavioral	
3. Students with disabilities made adequate progress in a general education setting.	IEP Progress Reports	Behavioral	
4. Students with disabilities are exposed to increased scope and sequence in general education setting.	Lesson Plans	Archival	

Contributing Factor 2		Achievement in all core subjects in 7 th grade has increased. ELA, Social Studies, Math	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Cross curriculum collaboration	WOW strategies	Cognitive
2.	Student input on core lessons	Weekly student reflections	Attitudnal
3.	Differentiated instruction incorporating strategies from Guaranteed Curriculum and state comprehensive curriculum. Lessons aligned with GLE's.	Guaranteed Curriculum, state comprehensive curriculum, GLE's	Archival
4.	100% of core teachers are collaborating during whole faculty study groups led by our instructional interventionist.	WFSG	Behavioral

Contributing Factor 3		Reading and writing are incorporated across the curriculum	
Domain/Subdomain (Choose One Only)		--- 610 PD: Instructional Focus	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Students practice grammer and editing skills daily.	Daily Colorful Grammer indicated in lesson plans.	Archival
2.	All core subjects utilize constructive response.	R.A.G.E., R.I.C.E indicated in lesson plans and classroom assessments.	Archival
3.	Students complete reading selections in each content area.	Lesson plans	Archival

*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)
Math achievement is consistently low.	1	CRT, NRT
SWD have had the lowest percent proficient in ELA & Math for the past 5 years.	2	CRT, NRT
Students struggle to effectively respond to constructed response questions.	3	CRT, Classroom Assessments, Student reflections

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	Lack of foundational skills		
Domain/Subdomain (Choose One Only)	--- 810 System Issues: Economic, Demographic, Social		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. Student initial assessments show deficits .	Starting Points, CBA, Teacher assessments	Archival	
2. Previous standardized assessments show low math achievement	iLeap, LEAP	Archival	
3. Classroom performance	STI, Informal assessment	Archival	

Contributing Factor 2		The majority of SWD have access to ELA resource setting only.	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	IEP's indicate resource minutes.	IEP's	Archival
2.	SWD in a general education environment scored higher.	iLeap, LEAP	Archival
3.	Classroom performance	STI, Informal assessment	Archival

Contributing Factor 3		Students struggle to effectively respond to constructed response questions.	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Classroom assessments provide students more opportunities to respond to multiple choice questions than constructed response items.	STI, Informal and ormal assessments	Archival
2.	Students do not invest the time necessary to accurately complete constructed response questions.	STI, Informal and ormal assessments	Archival
3.	Teachers report that students perform better on multiple choice items than constructed response items on classroom assessments.	STI, Informal and ormal assessments	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	Students strategically learn and transfer knowledge to collaboratively solve problems.	HQ Teachers will document in lesson plans activities involving collaborative problem solving. Utilizing a lesson plan checklist, the Asst. Principal will review all plans monthly & provide feedback . Faculty will conduct Learning Walks quarterly utilizing a checklist. Feedback will be provided with the interventionist. HQ Teachers will use feedback for future lessons. HQ Teachers will use rubrics to assess student products upon completion. HQ Teachers will use daily informal assesments to measure engagement and adjust lessons accordingly.	
1.2	Learning tasks often require integrated instruction that is interactive and builds on prior knowledge and incorportates problem-based learning.	HQ Teachers will document in lesson plans interactive activities that build on prior knowledge and involve problem solving and learning opportunities. Utilizing a lesson plan checklist, the Asst. Principal will review all plans monthly & provide feedback . Faculty will conduct Learning Walks quarterly utilizing a checklist. Feedback will be provided with the interventionist. HQ Teachers will use rubrics to assess student products upon completion. HQ Teachers will use daily informal assesments to measure engagement. HQ Teachers will adjust lessons according to student products, informal assessment, and faculty feedback.	
1.3	Assessment of Engaged Learning involves performance-based assessments that are reliable, equitable, and have a seamless connection to curriculum and instruction.	HQ teachers will conduct performance-based assessment of students quarterly and document in lesson plans. Teachers will use the assessment to assess understanding and lesson effectiveness and to guide the design of future lessons.	
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)	
1.1	To increase School ELA CRT Index Scores in 6-8 grade from 84.3 to 96.2 by 2012.	Improvement in the areas of read, analyze, and respond to literature and applying reasoning and problem solving skills in grades 6-8.	
1.2	To increase SWD ELA percent proficiency from 24.1 to 38.6 by 2012.	Improvement in the areas of read, analyze, and respond to literature and applying reasoning and problem solving skills in grades 6-8. .	

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Writing Samples, Student Products: Students will produce essays, constructed responses and other products that demonstrate their ability to read, analyze and respond to literature and other informational resources. The R.A.G.E. (Restate, Answer, Give Examples, Explain) method, Thinking Maps and kinesthetic graphic organizers will be used as tools for consistency across grade levels and content areas to organize the students' thoughts. Teachers will assess student performance using rubrics.
ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
ELA Writing Development: Students will participate in lessons and use strategies incorporating Colorful Grammar, Daily Language, and Write From the Beginning to improve organization, coherence, and content of writing. ELA students will respond to texts and real life experiences using various information resources. Students will work collaboratively to create and revise student products. Teachers and students will use rubrics for assessment and keep samples for portfolios.
ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
High Quality Lessons: Teachers will present lessons designed for MEL by using Shlechty's design qualities. Teachers will enhance and differentiate lessons by incorporating computer software programs, online resources such as Discovery Education and Brain Pop, and interactive learning technologies such as Promethean boards, Active Votes, Active Slates, laptops, and other visual and instructional aids. Administrators will monitor design through lesson plans.
ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
Design collaboration and development: Teachers will meet bi-weekly in content area WFSGs. Teachers will collaborate on lesson design, curriculum alignment, content-specific strategies, PBS classroom management techniques, and results/feedback from classroom experience. Teachers will observe and discuss classroom strategies that have been implemented through quarterly faculty walkabouts.
ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)
Intervention: Teachers, Admin, TRT will identify students at risk based on standardized test scores, transcripts, and classroom performance. With priority given to 8 th graders, students scoring below basic or showing need based on class performance will receive My Reading Coach instruction 4 days/week until completion. A push-in intervention program will provide support in ELA/SS classes with high concentrations of at-risk students and use laptops, promethean boards, & other interactive tech.

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

Acceleration: Teachers, Administrators, TRT will identify students in need of acceleration based on standardized test scores, transcripts, and classroom performance. Students scoring a high basic or above or showing need based on class performance will be offered honor's courses, which provide an accelerated curriculum pace and additional enrichment learning opportunities. 120 students will be identified to offer access to Achieve 3000, a computer based reading acceleration program.

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

Family Outreach: Monthly newsletters, mailings, website, signs, callouts, & evening programs will inform parents & community about current events/initiatives. Teachers will present content info. & parent assistance strategies during Literacy, Technology, & Math Nights. New Student Orientation and Open House will focus on school goals, programs, and policies. Academic Intervention Night & LEAP/iLEAP information Night will describe strategies & opportunities available to help students succeed.

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

Performance Activities: STJH will provide opportunities for students to demonstrate learning through display & performance activities. Students will create products and publish work for classroom and school display, participate in Academic Olympics, Band & Chorus Concerts, Art Exhibits, Science/Social Studies fairs, St. Tammany Parish Fair Booth Competition, Robotics Competition, Daily School News Broadcast

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

Leadership Activities: Teacher teams and administrators with the SIT improves the taught curriculum. Administrators monitor lesson plans and coordinate relevant professional development opportunities. The administration and SIT develops goals and objectives, allocates funds, and assesses school performance based upon a comprehensive needs assessment.

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	Students strategically learn and transfer knowledge to collaboratively solve problems.	<p>HQ Teachers will document in lesson plans activities involving collaborative problem solving. Utilizing a lesson plan checklist, the Asst. Principal will review all plans monthly & provide feedback . Faculty will conduct Learning Walks quarterly utilizing a checklist. Feedback will be provided with the interventionist. HQ Teachers will use feedback for future lessons. HQ Teachers will use rubrics to assess student products upon completion. HQ Teachers will use daily informal assesments to measure engagement and adjust lessons accordingly.</p>	
1.2	Learning tasks often require integrated instruction that is interactive and builds on prior knowledge and incorportates problem-based learning	<p>HQ Teachers will document in lesson plans interactive activities that build on prior knowledge and involve problem solving and learning opportunities. Utilizing a lesson plan checklist, the Asst. Principal will review all plans monthly & provide feedback . Faculty will conduct Learning Walks quarterly utilizing a checklist. Feedback will be provided with the interventionist. HQ Teachers will use rubrics to assess student products upon completion. HQ Teachers will use daily informal assesments to measure engagement. HQ Teachers will adjust lessons according to student products, informal assessment, and faculty feedback.</p>	
1.3	Assessment of Engaged Learning involves performance-based assessments that are reliable, equitable, and have a seamless connection to curriculum and instruction.	<p>HQ teachers will conduct performance-based assessment of students quarterly and document in lesson plans. Teachers will use the assessment to assess understanding and lesson effectiveness and to guide the design of future lessons.</p>	
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)	
1.1	To increase School Math CRT Index Scores in 6-8 grade from 75.3 to 90.2 by 2012.	Improvement in the area of algebra and measurement.	
1.2	To increase SWD Math percent proficiency from 27.6 to 41.3 by 2012.	To increase the average percent correct on constructed response items.	

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)

Professional Development: In addition to JEPD provided through WFSG, teachers will be offered opportunities for content-specific PD (direct & re-delivery of PD), monthly "Tech Tuesdays" PD (topics determined by faculty needs assessment). Through monthly faculty meetings, teachers will be provided PD opportunities related to positive behavior management techniques and lesson design, including student engagement, differentiation and inclusion strategies. New teachers to STJH will have a mentor.

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

Intervention: Teachers, Admin, TRT will identify students at risk based on standardized test scores, transcripts, and classroom performance. With priority given to 8th graders, students scoring below basic or showing need based on class performance will have ASCEND Math instruction daily. A push-in intervention program will provide support in math/science classes with high concentrations of at-risk students utilizing portable laptops, promethean boards, calculators & other tech. resources.

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

Student Assessment: Across content areas, teachers will develop rubrics and assess students through a variety of methods including teacher created performance-based assessments and constructed response tasks. Teachers will also develop paper-based assessments modeled after LEAP and iLEAP test items to help students learn to transfer their content knowledge into a format consistent with state criterion and norm referenced assessments. Teachers will use data to inform instruction & interventions.

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

Student Monitoring: Teachers, administrators, and parents will identify students at risk based upon academic and behavior reports. Students will be offered a Student Progress Monitoring folder to allow communication between teachers & parents regarding areas of concern for the student. 60 students considered most at risk will be invited to participate in a Guardianship program in which administrators, counselor, TRT, librarian, SLP will mentor/ monitor students and communicate with home.

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

Transition Activities: Prospective students will be supported in the transition to STJH through 5th Grade Orientation each spring, New Student Orientation held an evening before school opens, and Class Meetings held during the day after school opens. 8th grade students will be introduced to Salmen through activities sponsored by Salmen, and through informational letters and meetings held at the end of the school year. A focus group of former students will inform future transition activities.

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

Positive Behavior Support: Staff will reward behavior with computer "shout-outs" & "Wildcat Bucks" which students trade in for school supplies or prize opportunities. STJH will hold student recognition programs for students earning honor roll, reading coach completion, and annual academic and citizenship awards. PBS committee will identify areas of concern and provide PD to the faculty to address concerns. Visual aids will be used to support PBS efforts (signs, certificates, prize cabinet).

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

Outside Experiences and Community Relations: Students will take field trips to museums, historical landmarks, and science-oriented locations to enrich and broaden their educational experience. Students will take "virtual field trips" to locations inaccessible by other means. Community members will be invited to STJH for concerts/programs, to be guest speakers, judges for fairs, and school volunteers. Students will participate in community programs (Beautification, Holiday Events, Food Drive).