

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 "UNION OF JUSTICE" at the top. Two stars are positioned on the left and right sides of the seal.

School Improvement Plan Tchefuncte Middle School St. Tammany Parish School System

**Tchefuncte Middle School
Grades 4-6
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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)
TMS Assessment Index	1	LEAP index scores, i-LEAP index scores, NRT index scores
Positive Behavior Support and low discipline rates	2	State PBS evaluation, Discipline records, Learning Walks
The School's Whole School Proficiency rates	3	LEAP longitudinal proficiency data, i-LEAP longitudinal proficiency data, classroom observations
Grade level strength in 4 th grade	4	Longitudinal LEAP proficiency rates, Longitudinal LEAP Achievement indexes, Classroom observations
Declining achievement gap for the African American subgroup in ELA	5	Longitudinal LEAP subgroup data, Longitudinal i-LEAP subgroup data, Engagement Meters

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	The Achievement indexes in all subjects in every grade average in the "Mastery" level.		
Domain/Subdomain (Choose One Only)	--- 610 PD: Instructional Focus		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. Achievement indexes in all subjects on the LEAP CRT average "Mastery"	LEAP	Cognitive	
2. Achievement indexes in all subjects on i-LEAP CRT average "Mastery"	i-LEAP	Cognitive	
3. The Survey index of the NRT for 5 th grade in 2010 was 133.8.	NRT index scores	Cognitive	

4.	The Survey index of the NRT for 6 th grade in 2010 was 145.3,	NRT index scores	Cognitive
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Contributing Factor 2		Positive Behavior Support and low discipline rates	
Domain/Subdomain (Choose One Only)		120 Climate: Discipline/Positive Behavior ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	TMS received a 99.5% score on State PBS Evaluation	State PBS Evaluation	Behavioral
2.	The suspension rate for 2010 was .5%, which is a decrease of 1.4% from the previous year.	Discipline data	Behavioral
3.	The expulsion rate remains at 0%	Discipline data	Behavioral
4.	The percentage of tardies decreased.	STI Attendance data	Archival

Contributing Factor 3		The School's Whole School Proficiency rates	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	The Whole School Proficiency Rate for 4 th grade was 95% in ELA and 93.9% in Math in 2010.	LEAP	Cognitive
2.	The Whole School Proficiency Rate for 5 th grade was 90.1 % in ELA and 91.8 in Math in 2010.	i-LEAP	Cognitive
3.	The Whole School Proficiency Rate for 6 th grade was 93.7 % in ELA and 89.9% in Math in 2010.	i-LEAP	Cognitive
4.	The achievement gap in ELA for the Black subgroup has declined for the past 4 years.	Sub-group 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)
Attendance Index	1	Assessment Index, STI Attendance Data, Principal's Report Card, Unexcused Absence documentation
Reading Comprehension	2	LEAP Strand Analysis, NRT Subject Area Indexes, AR 9 wks Goal Reports
ELA for Students with Disabilities	3	Sub-group Trend Analysis, Sub-group Achievement Gap Data, School Inclusion percentages
Math for African American students	4	Sub-group Trend Analysis, Sub-group Achievement Gap Data, Checkpoints in Math Data
Science	5	LEAP data, i-LEAP data, Learning Walks

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	Attendance Index		
Domain/Subdomain (Choose One Only)	140 Climate: Student Attendance/Dropout ---		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. The Attendance Index reported on the 2009 Principal's Report Card was 116.6.	Principal's Report Card 2009	Archival	
2. The Average Daily absences for 2008-2009 was 33.8.	STI Attendance Data	Archival	
3. There was a large number of absences for which there was no excuse or an unacceptable excuse.	Unexcused Absence documentation	Archival	
4. The Attendance Index was 12.3 points less than the Assessment Index in	Principal's Report Card 2009	Archival	

2009		
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Contributing Factor 2		Reading Comprehension	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	The lowest strand for ELA on 4 th grade CRT was Strand 5: Read, analyze, and Respond to Literature.	LEAP Content Strand Analysis	Cognitive
2.	The Reading NRT Index for 5 th grade is the lowest at 108.3, with Language at 155.8 and Math at 137.5.	NRT Index Trends	Cognitive
3.	The Reading NRT Index for 6 th grade is the lowest at 125.2, with Language at 165.0 and Math at 145.3.	NRT Index Trends	Cognitive
4.	Only about 50% of Students reached their Accelerated Reader Goal during the first 9 weeks of the 2010-2011 school year.	Accelerated Reader Goal Reports	Archival

Contributing Factor 3		ELA for Students with Disabilities	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Students with Disabilities had the lowest Proficiency score in ELA in 2010.	Sub-group Proficiency Trend Analysis	Cognitive
2.	Students with Disabilities have had the largest Achievement Gap for the past two years.	Sub-group Achievement Gap Analysis	Cognitive
3.	School inclusion rates are below state target	State Inclusion Target	Archival
4.	Students with Disabilities have scored lower in ELA than in Math for the past four years	Sub-group Proficiency Trend Analysis	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 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.	Highly qualified teachers will meet six times a year in WFSG by subject area and grade and six additional times in Design Teams that are cross-curricular and cross-grade as documented by sign- in sheets and WFSG/Design Team Logs. The Principal or her designee will attend meetings with WFSG and Design Teams.

<p>1.2</p>	<p>School staff participates in a variety of professional development designs aligned with expected improvement outcomes and professional learning that mirrors expected instructional methods.</p>	<p>The teachers at the school will complete a survey to assess their professional development needs as they relate to SIP initiatives. Professional development activities will be planned around the results of the survey with an emphasis on explicit comprehension strategy instruction, technology to promote student engagement, and implementing tiered interventions to support Students with Disabilities and all struggling students. Job-embedded professional development will be provided at the school three times a year on calendar days scheduled by the district. Voluntary school provided professional development activities will be provided through a summer retreat and monthly after school workshops. Attendance at district provided workshops and state and regional professional organization conferences will be supported and promoted by the school as supported by the school's budget. Release time to observe and collaborate with teachers with experience in the use of explicit comprehension strategy instruction and/or tiered interventions for Students with Disabilities will be provided as supported by the school's budget. The Principal and the RHT will work together to coordinate professional development at the school and provide for follow-up. The Principal will monitor the implementation and provide feed-back to teachers through weekly review of lesson plans, weekly classroom visits, monthly learning walks, formal and informal observations. Principal will analyze Accelerated Reader Goal Reports and results of Cold Reads for all students once each nine weeks. Teachers will analyze student work weekly to adjust instruction and plan for additional follow-up professional development.</p>
<p>1.3</p>	<p>New Classroom practices are implemented as a result of follow-up support.</p>	<p>Follow-up on the implementation of new classroom practices will be monitored by the Principal, RHT, and peer collaboration through classroom visits (1x per week), attendance at WFSG meetings (6 x per year) and Design Team meetings (6x per year), lesson plans 1x per week), Learning Walks (1 x per month), and formal observations (at least 1x every 3 years). Professional development will be adjusted as appropriate based on results of monitoring.</p>

OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase School ELA CRT Index Scores from 133.2 to 135.2 by 2012.	Students will improve in the area of reading comprehension through explicit reading comprehension strategy instruction.
1.2	To increase Students with Disabilities ELA percent proficient from 78.8 to 82.8 by 2012.	Students will improve in the areas of decoding and reading comprehension through the use of tiered interventions.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Students will apply the seven key reading comprehension strategies when reading to improve understanding of text as part of classroom activities.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Students will engage in self-selected reading at the appropriate reading level for a minimum of 20 minutes each school day.

ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
Students with Disabilities and other students struggling in ELA will be engaged in tiered interventions such as Fast ForWord, My Reading Coach, Wilson Reading, behavioral interventions as appropriate, etc. All students will have access to differentiated learning opportunities such as use of leveled readers, differentiated literacy workstations, technology applications, etc.

ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
Students will be engaged in activities that include technology to improve reading comprehension across the curriculum. Technology will include computer programs and websites, Promethean Board software and flip charts, Discovery Education media, and i-Touch Applications .

ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will participate in professional development on providing explicit reading comprehension strategy instruction, observe in classrooms of teachers competent in this strategy, and collaborate with other teachers as the strategy is implemented through WFSG and common planning time.

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

Highly Qualified teachers will participate in professional development on the use of engaging technology to promote student achievement in Reading, Language, and Spelling and will collaborate with peer teachers to facilitate effective implementation of engaging technologies in the classroom.

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

Highly Qualified teachers will participate in professional development and collaboration in utilizing tiered interventions for Students with Disabilities and other non-identified students with academic or behavioral challenges impeding progress in ELA achievement.

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

Highly qualified teachers will provide engaging lessons aligned with the Guaranteed Curriculum that incorporate appropriate differentiation to meet the needs of the students in their classrooms. Tutoring for Kids in Transition and students at risk for failing the LEAP will also be provided by highly qualified teachers. An emphasis on providing access to the general curriculum in an inclusive setting for Students with Disabilities will be made by highly qualified teachers.

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

As part of PBS an emphasis will be placed on improving attendance and decreasing tardies and early check outs to ensure students have more time in class to participate in ELA instruction. The principal will notify parents in writing of cumulative absences starting at three and report students with excessive unexcused absences to the proper agencies. The Right Time/Right Place incentive program will be expanded to include criteria to reduce early check-outs as well as tardies.

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

A variety of transition activities will be provided to promote language arts achievement for all students. Feeder School principals will meet monthly as Learning Communities to collaborate on issues of common interest and concern. Visits for upcoming 3rd graders to the middle school and outgoing 6th graders to the Jr. High will be arranged. Information to parents of upcoming 3rd graders will be provided through the elementary schools' newsletters as appropriate.

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

Family and Community Involvement activities to promote language arts achievement will include communication through monthly newsletters, evening family night events and student performances, community food drives, and an active PTA. The Builder's Club, affiliated with the Kiwanis Club, and a Service Learning Grant assisting residents at a nearby nursing home are also part of community activities associated with student learning.

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

Highly Qualified Teachers with the support of school administrators will refine access to resources, support, and technology by examining and adjusting the allocation of human and physical resources to reflect emphasis on providing the most productive technologies and training for student and teacher work to support ELA instruction.

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	Aligns collaborative work with school improvement goals.	Highly qualified teachers will meet six times a year in WFSG by subject area and grade and six additional times in Design Teams that are cross-curricular and cross-grade as documented by sign- in sheets and WFSG/Design Team Log. The Principal or her designee will attend meetings with WFSG and Design Teams.	
1.2	School staff participates in a variety of professional development designs aligned with expected improvement outcomes and professional learning that mirrors expected instructional methods.	The teachers at the school will complete a survey to assess their professional development needs as they relate to SIP initiatives. Professional development activities will be planned around the results of the survey with an emphasis on power math lessons and math workstations, technology to promote student engagement, and implementing tiered interventions to supporting struggling students in the Black subgroup as well as Students with Disabilities and all other sub-group populations. Job-embedded professional development will be provided at the school three times a year on calendar days scheduled by the district. Voluntary school provided professional development activities will be provided through a summer retreat and monthly after school workshops. Attendance at district provided workshops and state and regional professional organization conferences will be supported and promoted by the school as supported by the school's budget. Release time to observe and collaborate with teachers with experience in the use of math power lessons and math workstations and/or tiered interventions for struggling Math will be provided as supported by the school's budget. The Principal and the RHT will work together to coordinate professional development at the school and provide for follow-up. The Principal will monitor the implementation and provide feed-back to teachers through weekly review of lesson plans, weekly classroom visits, monthly learning walks, formal and informal observations. Principal will analyze Accelerated Reader Goal Reports and results of Cold Reads for all students once each nine weeks. Teachers will analyze student work weekly to adjust instruction and plan for additional follow-up professional development.	

1.3	New Classroom practices are implemented as a result of follow-up support.	Follow-up on the implementation of new classroom practices will be monitored by the Principal, RHT, and peer collaboration through classroom visits (1x per week), attendance at WFSG meetings (6 x per year) and Design Team meetings (6x per year), lesson plans 1x per week), Learning Walks (1 x per month), and formal observations (at least 1x every 3 years). Professional development will be adjusted as appropriate based on results of monitoring.
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase School Math CRT Index Scores from 132.3 to 134.3 by 2012.	Students will improve in Math through student engagement in challenging, differentiated, technology rich, relevant work.
1.2	To increase the African American sub-group's Math percent proficient from 78.8 to 82.8 by 2012.	African American students will improve in Math through an increase in student engagement in Math activities and the use of tiered interventions..

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)	
Students will participate in lessons designed to promote student engagement in Math that align with the Guaranteed Curriculum, emphasize relevance, and incorporate technology as appropriate. Technology will include computer programs and websites, Promethean Board software and flip charts, Discovery Education media, and i-Touch Applications .	

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)	
African American students, Students with Disabilities and other students struggling in Math will be engaged in tiered interventions including academic and behavioral interventions as appropriate, etc. All students will have access to differentiated learning opportunities such as differentiated Math workstations, technology applications, etc.	

ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)	
Highly qualified teachers will design and deliver engaging lessons aligned with the Guaranteed Curriculum that incorporate appropriate differentiation to meet the needs of the students in their classrooms . Tutoring for Kids in Transition and students at risk for failing the LEAP will also be provided by highly qualified teachers. An emphasis on providing access to the general curriculum in an inclusive setting for Students with Disabilities will be made by highly qualified teachers.	

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

Highly qualified teachers will participate in professional development on teaching Math Power Lessons and utilizing differentiated Math workstations, observe in classrooms of teachers competent in these strategies, and collaborate with other teachers as the strategies are implemented through WFSG and common planning time.

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

Highly Qualified teachers will participate in professional development on the use of engaging technology to promote student achievement in Math and will collaborate with peer teachers to facilitate effective implementation of engaging technologies in the classroom.

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

Highly Qualified teachers will participate in professional development and collaboration in utilizing tiered interventions for African American students, Students with Disabilities and other non-identified students with academic or behavioral challenges impeding progress in Math achievement.

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

As part of PBS an emphasis will be placed on improving attendance and decreasing tardies and early check outs to ensure students have more time in class to participate in Math instruction. The principal will notify parents in writing of cumulative absences starting at three and report students with excessive unexcused absences to the proper agencies. The Right Time/Right Place incentive program will be expanded to include criteria to reduce early check-outs as well as tardies.

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

Family and Community Involvement activities to promote math achievement will include communication through monthly newsletters, evening family night events and student performances, community food drives, and an active PTA. The Builder's Club, affiliated with the Kiwanis Club, and a Service Learning Grant assisting residents at a nearby nursing home are also part of community activities associated with student learning.

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

Highly Qualified Teachers with the support of school administrators will refine access to resources, support, and technology by examining and adjusting the allocation of human and physical resources to reflect emphasis on providing the most productive technologies and training for student and teacher work to support Math instruction.