

School Improvement Plan Woodlake Elementary School St. Tammany Parish School System

Woodlake Elementary School

Pre K - 3rd Grade

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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)
Growth in the subject area of science	1	CRT iLEAP Data, Teacher Survey, Science Committee Meeting Minutes
Growth in the subject area of reading	2	CRT iLEAP Data, NRT iLEAP Data, DIBELS Data
Growth in the subject area of social studies	3	CRT iLEAP Data, Teacher Survey, Social Studies Committee Meeting Minutes

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	Growth of the Subject Area of Science		
Domain/Subdomain (Choose One Only)	--- 520 CIA: Curriculum Content		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. The science CRT Data increased yearly for the past 5 years growing 17 points from 2006 to 2010.	2006 -2010 iLEAP Science Trend Data	Cognitive	
2. Teacher responses indicated a strength in science due to the integration of non-fiction literature into the reading series.	2010 Teacher Survey	Attitudinal	
3. A focus on integration of science throughout the curriculum utilizing technology and literature.	2009-2010 Science Committee Meeting Minutes	Archival	

Contributing Factor 2		Growth of the Subject Area of Reading	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	The CRT Reading scores increased from 109.9 in the spring of 2008 and 2009 to 111.3 in the spring of 2010.	2009 and 2010 iLEAP CRT Reading Trend Data	Cognitive
2.	The NRT Reading scores increased from 100.4 in the spring of 2009 to 117.1 in 2010.	2009 and 2010 iLEAAP NRT Reading Trend Data	Cognitive
3.	The DIBELS indicated that over 2/3 of the whole school were reading at Benchmark in the spring of 2010.	2010 DIBELS scores	Cognitive

Contributing Factor 3		Growth in the Subject Area of Social Studies	
Domain/Subdomain (Choose One Only)		--- 520 CIA: Curriculum Content	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	In the spring of 2010 social studies CRT results increased 3.2 points since the spring of 2006.	2006 and 2010 iLEAP Social Studies Trend Data	Cognitive
2.	Teacher responses indicated a strength in social studies due to the integration of non-fiction literature into the reading series.	2010 Teacher Survey	Attitudnal
3.	A focus on preparation for a school-wide Louisiana Day.	2009 -2010 Social Studies Committee Meeting Minutes	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)
A Decline in Language (Writing Competently)	1	NRT iLEAP Data, Teacher Survey, End of the year Design Team Meeting
A Decline in Math (Measurement, Geometry, and Data Analysis, Probability, and Discrete Math)	2	CRT iLEAP Data, 2 nd and 3 rd Grade Math Checkpoints, Math Committee Meeting Minutes
Students with Disabilities Subgroup	3	CRT iLEAP ELA Data, CRT iLEAP Math Data, IEPs

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	A Decline in Language		
Domain/Subdomain (Choose One Only)	--- 630 PD: Follow-Up and Support		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. 2010 NRT iLEAP Data declined 3 points from the previous year.	2010 NRT iLEAP Data	Cognitive	
2. Teachers need professional development and collaboration time focused on writing.	2010 Teacher Survey	Archival	
3. At the end of the year Design Team Meeting, teachers expressed concern that students' writing was considerably lower than their reading comprehension.	2009-2010 Woodlake Design Team Minutes	Archival	

Contributing Factor 2		A Decline in the Subject Area of Math	
Domain/Subdomain (Choose One Only)		--- 630 PD: Follow-Up and Support	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Math iLEAP scores declined from 127.2 in the spring of 2009 to 119.9 in the spring of 2010.	2010 CRT iLEAP Math Results	Cognitive
2.	Math scores decreased on Math Checkpoints.	2008 to 2010 Checkpoints Data	Cognitive
3.	Teachers indicated a need for more professional development using the Math Investigation Series.	2010 Teacher Survey	Attitudnal

Contributing Factor 3		A Decline within the Students with Disabilities Subgroup.	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Only 48.6% of SWD are proficient in ELA which is the lowest in five years.	iLEAP 2005-2010 SWD Trend Data	Cognitive
2.	The number of SWD scoring proficient in Math decreased over the past three years. Going from 76% in 2007-2008 to 71.4 % in 2009-2010.	ILEAP 20-7-2010 SWD Trend Data	Cognitive
3.	SWD are working below grade level as documented on their IEPs.	2009-2010 Student IEPs.	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.	Highly qualified teachers will attend Whole Faculty Study Group Meetings. Documentation will be collected in the form of attendance logs and Blackboard Communications. Teachers will be able to communicate with colleagues and administration about questions and concerns they are having. Administrators will be able to respond on any questions posed by individuals or groups. A member of each group will meet along with school administrators to discuss what each group is working on, needs of students/teachers, and any changes that need to be made to action plans as it pertains to the SIP at least once per marking period.	
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.	Teachers will be provided with a list of professional development opportunities at both the district level and school level regarding student engagement, technology integration, research based instructional strategies, and use of instructional resources. Professional development will be provided throughout each marking period either through WFSG sessions or after school trainings provided by Technology Resource Teacher or other district personnel with knowledge of the professional trainings. The professional development opportunities will be provided based on the survey of the needs of the teachers and implementation of the training will be monitored through WFSG sessions, walkthroughs, and documentation on lesson plans by school administrators at least once every marking period. Student work that results from implementation of the professional development training will be examined during WFSG sessions at least once per marking period and will be used as the basis for maintaining and adjusting the implementation of the professional development.	

1.3	New classroom practices are implemented as a result of follow-up support	Follow-up on the implementation of the professional development trainings will be monitored by the school administrators and RHT through WFSG logs, lesson plans, and walk throughs at least once per marking period. Feedback on this will be discussed at the group meetings held at least once per marking period. Student work that results from implementation of the professional development trainings will be examined during WFSG sessions at least once per marking period and will be used as a basis for maintaining or adjusting the implementation of the training.
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase school ELA CRT Index Scores from 111.3 to 114.2 by 2012.	Students will improve in the area of writing competently.
1.2	To increase SWD ELA percent proficiency from 48.6% to 58.4% by 2012.	SWD will improve in the area of vocabulary development, reading fluency, and comprehension development.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)	
All Pre K - 3 students in groups and independently will select non-fiction resources to acquire information for a research project. Through the use of Thinking Maps students will organize and characterize information on a non-fiction topic. They will summarize and create a written product using Write from the Beginning quarterly during the 10-11 school year. Any additional instructional resources and materials will be provided.	
ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)	
All Pre K-3 students will use a variety of text, media, references, and technological resources to synthesize non-fiction information and use the conventions of writing bi-weekly during the 10-11 school year as guided by the classroom teacher. Any additional instructional resources and materials will be provided.	
ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)	
First grade students identified as "at-risk" for reading difficulties will receive intervention in small groups (4-5 students) with a tutor (certified teacher) in the Voyager Passport Program. Tutors will meet with students 4 days per week for 30-40 minutes daily. Any additional instructional resources and materials will be provided.	

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

K-3 students identified as needing intensive and or strategic intervention will receive small group instruction from their classroom teacher focusing on the 5 essential components of reading for 30 minutes daily. Any additional instructional resources and materials will be provided.

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

Third grade students identified as "at-risk" for reading difficulties will receive intervention in small groups with a tutor (highly qualified teacher) in the LEAP intervention tutoring program. Tutors will meet with students once a week for 60 minutes a week. Any additional instructional resources and materials will be provided.

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

Highly Qualified Pre K-3 teachers will engage students using the WOW design qualities when planning lessons. Any additional instructional resources and materials will be provided.

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

Highly qualified teachers grades Pre K-3 will plan lessons integrating subject areas by using Thinking Maps, Write from the Beginning, Guaranteed Curriculum, Treasures Reading Series and Reading with Meaning instructional strategies to enhance students' abilities to organize and synthesize non-fiction information and use the conventions of writing competently. Any additional instructional resources and materials will be provided.

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

Highly qualified Pre K-3 grade teachers will provide assistance using LIPS, Project Read, Earobics, Fast Forward and other available resources to students identified as needing intensive and or strategic intervention 30 minutes daily. Any additional instructional resources and materials will be provided.

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

Highly qualified teachers grades Pre K-3 will present information using a variety of technological resources such as: instructional software, educational websites, web pages, Teacher Tube, United Streaming, Power Point, Aversision , Promethean Boards, Q1s, and DVDs to model and guide the students to locate, select, and synthesize information and use the conventions of writing daily. Any additional instructional resources and materials will be provided.

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

Highly qualified teachers grades Pre K-3 will expand knowledge and experiences from our whole faculty study using the book, Working on the Work. Any additional instructional resources and materials will be provided.

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

Highly qualified teachers grades Pre K-3 will receive support, collaboration, and reflect on the integration of Thinking Maps and Write from the Beginning program with the Guaranteed Curriculum monthly, through faculty meetings, collaborations, WFSG, Blackboard discussions, and professional developments. Any additional instructional resources and materials will be provided.

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

Woodlake Elementary Faculty will host a Family Learning Night to incorporate instructional methods and strategies used in the classroom across all subject areas. Any additional instructional resources and materials will be provided.

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

Community outreach will be promoted using activities including PTA My Louisiana Contest and Reflection Contest, Fire Safety Poster Contest, and Dental Hygiene Poster Contest. Any additional resources and materials will be provided.

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

Members of the Volunteers of America and PTA will enhance student learning by volunteering and providing support for teachers in the classrooms encompassing all curricular areas weekly throughout the year. Any additional instructional resources and materials will be provided.

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

School and PTA websites along with the PTA weekly newsletter will communicate information and upcoming events to all stakeholders. Any additional instructional resources and materials will be provided.

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

Lakeshore Learning Community Articulation group will examine data and communicate trends through the Administrative Conference, Data Retreat, Monthly Principals' Meetings, administrative meetings with Central Office Administration, and on-line forums using the Lakeshore Learning Community Blackboard, and personal contact among schools. Any additional resources and materials will be provided.

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

Highly qualified teachers grades Pre K-3 will collaborate with representatives from each grade level during design team meetings, WFSGs, professional development opportunities, and by using the discussion portion on Blackboard to ensure that students are prepared for the next grade level. Any additional resources and materials will be provided.

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

Woodlake Elementary will host a school visit from Head Start students. An administrator will visit Head Start and speak to future parents and host two prospective Kindergarten parent meetings. Any additional resources and materials will be provided.

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

Highly qualified teachers in grades Pre K-3 will develop PBS lessons implementing the FiSH! Philosophy, Skills of the Peaceful Classroom, and Kagan Win/Win Discipline. Activities will include the re-teaching of appropriate behaviors and providing students with replacement behaviors for inappropriate choices. School-wide incentives will be awarded to students and all staff weekly, monthly, and quarterly. Any additional instructional resources and materials will be provided.

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

Highly qualified teachers grades Pre K-3 will modify behavior plans to meet the students' needs. They will attend TAT meetings, conference with parents, complete an FBA, and create a BIP. They will use the check in check out method for students needing more behavior reinforcements. Any additional instructional resources and materials will be provided.

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 attend Whole Faculty Study Group Meetings. Documentation will be collected in the form of attendance logs and Blackboard Communications. Teachers will be able to communicate with colleagues and administration about questions and concerns they are having. Administrators will be able to respond on any questions posed by individuals or groups. A member of each group will meet along with school administrators to discuss what each group is working on, needs of students/teachers, and any changes that need to be made to action plans as it pertains to the SIP at least once per marking period.
1.2	School staff participates in a variety of professional development designs aligned with expected improvements outcomes and professional learning that mirrors expected instructional methods.	Teachers will be provided with a list of professional development opportunities at both the district level and school level regarding student engagement, technology integration, research based instructional strategies, and use of instructional resources. Professional development will be provided throughout each marking period either through WFSG sessions or after school trainings provided by Technology Resource Teacher or other district personnel with knowledge of the professional trainings. The professional development opportunities will be provided based on the survey of the needs of the teachers and implementation of the training will be monitored through WFSG sessions, walkthroughs, and documentation on lesson plans by school administrators at least once every marking period. Student work that results from implementation of the professional development training will be examined during WFSG sessions at least once per marking period and will be used as the basis for maintaining and adjusting the implementation of the professional development.

1.3	New classroom practices are implemented as a result of follow-up support.	Follow-up on the implementation of the professional development trainings will be monitored by the school administrators and RHT through WFSG logs, lesson plans, and walk throughs at least once per marking period. Feedback on this will be discussed at the group meetings held at least once per marking period. Student work that results from implementation of the professional development trainings will be examined during WFSG sessions at least once per marking period and will be used as a basis for maintaining or adjusting the implementation of the training.
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase school Math CRT Index Scores from 119.9 to 120.0 by 2010.	Students will improve in the area of geometry.
1.2	To increase SWD Math percent proficiency from 71.4 to 76.8 by 2010.	SWD will improve in area of number and number relations and all mathematical properties.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)	
Students grades Pre K-3 will demonstrate an understanding of mathematical concepts including mathematical patterns and geometric 1,2, and 3 diementional shapes using the Every Day Math Counts Program, Investigations, and Guaranteed Curriculum daily. Any additional instructional resources and materials will be provided.	
ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)	
Third grade students identified as "at-risk" for math difficutlties will receive intervention in small groups with a tutor (certified teacher) in the LEAP intervention tutoring program. Any additional instructional resources and materials will be provided.	
ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)	
Highly qualified teachers grades Pre K-3 will develop monthly family math activites (Math Mania) incorporating real life math skills including content from all of the math strands. Any additional instructional resources and materials will be provided.	

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

Highly qualified teachers grades Pre K-3 will prepare engaging lessons incorporating the internet, math software, Promethean Board and other technological resources. Any additional instructional resources and materials will be provided.

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

Students Pre K-3 will demonstrate an understanding of number and number relations through problem solving, number sense, and estimation skills using whole numbers in a variety of forms, and demonstrating a conceptual understanding of basic arithmetic operations using project-based learning with real life applications across a variety of subjects using EDMC, Investigations, Problem Solver, and GC daily. Any additional instructional resources and materials will be provided.

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

Highly qualified teachers grades Pre K-3 will plan lessons integrating mathematical concepts in all subject areas stimulating higher order thinking and making real life connections. Lessons will engage students in project based learning where mathematical concepts are necessary for problem solving activities. Any additional instructional resources and materials will be provided.

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

Highly qualified PreK-3 grade teachers will observe and provide feedback to one another regarding lessons that incorporate EDMC, GC, Investigations, and problem solving activities. Any additional instructional resources and materials will be provided.

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

Highly qualified teachers grades PreK-3 will meet to collaborate and reflect on the implementation of EDMC, Investigations, GC, and problem solving activities by attending grade level collaboration meetings and whole faculty study groups. Any additional instructional resources and materials will be provided.

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

Highly qualified teachers grades PreK-3 will use the Discussion Tab on Blackboard to collaborate and share effective teaching strategies and tools monthly. Any additional instructional resources and materials will be provided.

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

All highly qualified teachers grades Pre K-3, cafeteria workers, secretaries, custodians, and paraprofessionals will be invited to a Faculty and Staff retreat with a focus on providing professional development on PBS. Any additional instructional resources and materials will be provided.

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

3rd grade Special Education Teachers will meet and collaborate with 4th grade Special Education Teachers from both feeder schools to ensure a smooth transition for students entering their school needing accommodations. Any additional instructional resources and materials will be provided.

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

All 3rd grade students will take a field trip to their feeder school to aid a positive transition into middle school. Any additional instructional resources and materials will be provided.