

The seal of the Louisiana Department of Education is centered in the background. It features an eagle with wings spread, perched on a globe. The text "LOUISIANA DEPARTMENT OF EDUCATION" is written around the perimeter of the seal, with "CONFIDENCE" and "EXCELLENCE" at the bottom. Two stars are positioned on either side of the eagle.

School Improvement Plan Clearwood Junior High School St. Tammany Parish School System

**Clearwood Junior High
4th - 8th**

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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)
1. The Black subgroup is consistently higher in ELA for the past 3 years.	1	NRT/CRT, MRC, Content Standard Analysis, WAC, Performance Task on GC, Code of Writing Standards
2. Students with Disabilities subgroup scores across the whole school subgroup have risen for the past 2 years.	2	NRT/CRT, MRC, Ascend, STAR, IEP data, progress reports
3. The 4 th grade has no low scores across all grade levels.	3	NRT/CRT, MRC, Content Standard Analysis, WAC, Performance Task on GC, Code of Writing Standards
4. The percent of suspensions in the 4 th - 6 th grades has declined over the past 2 years.	4	PBS, Attendance data, Discipline Data reports from district
5. The 4 th grade class consistently has the highest concentration of highest scores across all subjects.	5	NRT/CRT, MRC, Content Standard Analysis, WAC, Performance Task on GC, Code of Writing Standards

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 Black subgroup is consistently higher in ELA for the past 3 years	
Domain/Subdomain (Choose One Only)		210 Culture: Student Expectations ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Expectations for written work are clearly stated, therefore, writing has improved.	CJH Code of Writing	Archival
2.	Students write for the first 10 minutes of class in all content areas.	WAC	Archival
3.	Low and at-risk students participate in MRC reading tutoring.	MRC	Archival
4.	Students must create a product that is clear and concise.	Performance Task in GC	Archival

Contributing Factor 2		Students with Disabilities subgroup scores across the whole school subgroup have risen for the past 2 years.	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	More students are reaching IEP goals for Math and ELA.	IEP progress reports	Archival
2.	Transition from resource to inclusion settings has increased expectation and achievement.	IEP, NRT/CRT scores	Archival
3.	SPED students attending MRC / Ascend tutoring have increased their achievement.	MRC and Ascend (programs)	Archival

Contributing Factor 3		The 4th grade has no low scores across all grade levels.	
Domain/Subdomain (Choose One Only)		--- 530 CIA: Assessment Content Structure	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Through the use of pre and post assessments, teachers modify/enhance the curriculum to meet all students' needs.	Content Standards	Archival
2.	Through the pull-out tutoring program, 4 th grade students were either remediated or advanced in ELA and Math	tutoring	Archival
3.	Students are assessed quarterly and information is used to reinforce areas of weakness.	checkpoints in ELA and Math	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)
There has been a consistent decline in 7 th grade Science over the past 3 years.	5	NRT/CRT scores, benchmark assessment, student performance data
The 7 th grade has more lower scores than any other grade in 07-08, 08-09, 09-10.	4	NRT/CRT scores, benchmark assessment, student performance data
Students with Disabilities remain significantly below other subgroups.	3	IEP data progress reports, NRT/CRT scores, student performance data
The Black subgroup's ELA scores for 5 th grade have declined for the past 3 years 07-10	2	NRT/CRT scores, benchmark assessment, student performance data
Economically Disadvantaged subgroup is consistently lower in Math for the past four years.	1	NRT/CRT scores, checkpoints, student performance data

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	Economically Disadvantaged subgroup is consistently lower in Math for the past four years.		
Domain/Subdomain (Choose One Only)	--- 810 System Issues: Economic, Demographic, Social		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. The Economically Disadvantaged subgroup population at Clearwood has increased in number over the past three years.	Free and Reduced Lunch	Archival	
2. Students are assessed quarterly and ED students are consistently in the lower percentile.	checkpoints	Archival	
3. Testing data shows ED students perform lower than the majority of students.	NRT/CRT scores	Archival	

Contributing Factor 2		The Black subgroup's ELA scores for 5th grade have declined for the past 3 years 07-10.	
Domain/Subdomain (Choose One Only)		210 Culture: Student Expectations ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Students who performed well in 4 th grade score lower in 5 th grade due to lack of pressure to pass the iLeap for promotion.	iLeap	Attitudnal
2.	There is a gap between verbal language and written language.	Code of Writing	Archival
3.	5 th grade instruction becomes more content driven as opposed to elementary/ blended in nature. Teachers are expected to have basic knowledge of all content areas.	Student Assessment	Archival

Contributing Factor 3		Students with Disabilities remain significantly below other subgroups.	
Domain/Subdomain (Choose One Only)		210 Culture: Student Expectations ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	In IEP meetings, SLD have expressed their concers with being labeled and having lower achievement expectations.	IEP data	Archival
2.	Even though tutoring for SWD is in place, more time is needed to bring these students up to level because of the wide achievement gap.	MRC and Ascend data	Archival
3.	Resource classrooms hinder SWD access to on-level/high achievement peer modeling and tutoring in academic areas.	NRT/CRT scores	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 collaborate in WFSG, Design Team meetings, Grade/Curriculum level meetings. Meetings will be held monthly. WFSG logs and meeting minutes will document collaborative work and its outcomes. The administration will review the the logs/minutes monthly. At the end of the year, the SIP committee with review the logs and develop a survey to get teacher input for future PD and instructional needs.	
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.	All hghly qualified teachers will receive monthly PD. PD will include incorporating technology into instruction, use of new technology, student engagement, HOT application skills. Teachers will bring student work samples to WFSG to access student growth after employing the new strategies. Staff development is determined by teacher interest inventory, testing data, and SIP goals and objectives. The administration will monitor the implementation of instructional practices through the use of formal/informal observations, walk-about, and teacher lesson plans. Monitoring and feedback will be a continuous, on-going process.	
1.3	New Classroom practices are implemented as a result of follow-up support.	The administration will monitor follow-up of new classroom practices through continuous formal/informal observations, weekly lesson plans, and monthly walk-about. Monitoring and feedback will be a continuous, on-going process.	
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)	
1.1	To increase school ELA CRT Index Scores in all grades from 103.4 to 109.0 by 2012	Improvement in the area of read, analyze, and respond to literature in grades 4 thru 8	
1.2	To increase SWD ELA percent proficiency from 47.0 to 57.1 by 2012.	Improvement in the area of read, analyze, and respond to literature in grades 4 thru 8	

ACTIVITIES (no more than 20)

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

Students will read, analyze, comprehend and respond to various types of literature (prose, poetry, non-fiction, and drama) using writing prompts found in the GC. They will also write constructed responses for other curriculum areas with developmentally appropriate competency. Students will complete the performance task as a demonstration of identified unit objectives. The performance task will engage students in an authentic assessment that is real world based.

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

Students will use technology as a vehicle for organizing, editing, revising, and producing a final product. Students will also use the computer program, My Reading Coach and the Coach materials to raise their reading levels and to strengthen diagnosed areas of weakness. The tutor will work with the students on the reading program and monitor their progress by keeping up dated folders on each student and collaborating with the teacher.

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

Highly qualified teachers will implement the GC that is anchored by G L E's, and Standards /Benchmarks.
Instruction: The teachers will employ the written curriculum prompts for a variety of literary genre. Teachers will increase their understanding and expertise about the elements required for writing across a variety of literary genres and techniques for incorporating technology in the writing component of ELA. Any additional instructional resources and materials will be provided.

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

Highly Qualified teachers will also work with the tutors to advance the students reading levels and identify areas of weakness that can be addressed during the tutoring time using the My Reading Coach computer program. The tutors and the teachers will meet to discuss progress and to identify areas of weakness that need to be addressed during the tutoring time. Any additional instructional resources and materials will be provided.

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

The highly qualified teachers will attend workshops in which the content will be presented through in-services and job-embedded professional development training which focuses on developing expertise in the use technology to support student writing and meaningful instruction for Strands (5.) Any additional instructional resources and materials will be provided.

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

Highly qualified teachers and administrators will use Blackboard Academic Services as a means of collaboration in reviewing student work, as well as, the site for posting literacy initiative lessons and weekly lesson plans.

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

Monthly activities will be offered to parents that provide an understanding of ELA concepts using (ABL), (WAC), and (HOTS) on the school website and on the teacher's websites. Any additional instructional resources and materials will be provided.

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

In grades 4-8, family inclusive homework activities which encourage activity-based learning will be sent home to be completed and then returned to school within a week. Any additional instructional resources and materials will be provided.

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

ELA and Math Family Involvement (days and nights) will be scheduled for 4th and 5th graders and their families to engage students in their child's education. (Meet and Greet <incoming 4th and 5th>, LEAP/iLEAP, Technology, Literacy, and Math). Instructional resources, instructional materials, refreshments will be purchased for the scheduled activities. Reference materials will be purchased to aid the planning for successful parental involvement days and nights.

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

The GLE-based curriculum is available online. Highly qualified teachers will access the curriculum planner which holds all instructional resources including lesson plans, assessments, supporting documents, power point presentations, Internet sites and links for instruction. Specific activities will be chosen that focused on improving student weakness in Standard (5) and improving students' reading levels and skills. Any additional instructional resources and materials will be provided.

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

The students will use computers as resources for research and re-enforcement of the skills learned. They will also use technology to create their assessment projects for the units studied. Finally, they will use the technology to advance and enhance their reading skills through the use of the My Reading Coach program under the supervision of the tutor. Any additional instructional resources and materials will be provided.

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

Students will be rewarded for their positive behavior through a school- wide PBS program. These students are honored weekly. Any additional instructional resources and materials will be provided.

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

Articulation groups will examine data and communicate trends through the Administrators Conference, Data Retreat, Monthly Principals meetings, Assistant Principals, Resource Helping Teachers meetings, and articulation meeting among feeder schools. Any additional instructional resources and materials will be provided.

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

Monthly Grade-Level/ Content Area collaborative meetings will also examine student data for strengths and weaknesses, and trends in student achievement in order to provide effective instructional strategies to meet the needs of all students in a technology-rich learning environment.

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

At-risk students in 4th, 7th and 8th grades receive additional tutoring in ELA in areas of weakness in preparation for the iLEAP and LEAP test. Any additional instructional resources and materials will be provided.

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

The students will use the Maps 101 program to develop research skills that incorporate analyzing maps, graphs and other statistics for written responds to all types of literature.

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

The 6th-8th grade gifted students will use the Achieve 3000 program to advance their analyzing skills and written responds to literature.

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

Math, Spelling, Language, and Literacy centers will be utilized in the classroom for small group instruction and differentiated instruction.

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

A part-time in-class tutor will be provided in the 4th and 5th grade ELA and Math classrooms for individual student assistance and/or small group remediation.

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

An interactive white board and digital projector will be installed in the computer lab in the library for use with the 4th and 5th grade Reading Classes. Hands-on and engaging lessons will be utilized to increase student achievement in Reading and Language Arts.

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	The administration will check teacher lesson plans weekly for documentation of transfer of knowledge or group problem solving activities. Walk-about will occur on a monthly basis including both administration and teachers. Feed back will be given after the visit by the administration in an informal conversation. Teachers will be expected to adjust future instruction so that student engagement increases. Performance task rubrics will be created to check the unit assessments, and teachers will meet in grade level meeting to review student work and progress. Grade level engagement tools will be used to check student engagement and to adjust instruction for authentic engagement.	
1.2	Learning task often require intergrated instruction that is interactive and builds on prior knowledge and incorporates problem based learning.	The administration will check teacher lesson plans weekly for documentation of interactive activities that build on prior knowledge and involve problem solving activities. Walk-about will occur on a monthly basis including both administration and teachers. Feed back will be given after the visit by the administration in an informal conversation. Teachers will be expected to adjust future instruction so that student engagement increases. Performance task rubrics will be created to check the unit assessments, and teachers will meet at grade level meeting to review student work and progress. Grade level engagement tools will be used to check student engagement and to adjust instruction for authentic engagement.	
1.3	Assessment of Engaged Learning involves performance- based assessments that are reliable, equitable, and have a seamless connection to curriculum and instruction.	The teachers will use the GC performance task assessment for each unit to assess student growth and understanding. At monthly grade level meetings, teachers will review and assess student growth and refine instructional lessons.	

OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase school Math CRT Index Scores in all grades from 101.3 to 107.5 by 2012	Improvement in the areas of Algebra and Measurement for all students on CRT/NRT test
1.2	To increase the Economically Disadvantaged subgroup's Math CRT Index Scores from 69.0 to 72.1 by 2012.	Improvement in all math standards on CRT/NRT test

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Students in grades 4th through 8th will create thinking maps, both as part of group activities and independently, to demonstrate their ability to use higher order thinking skills in context, apply reasoning skills to life experience, generate inquiry, and relate to real life situations across a variety of mathematical sources.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Students will strengthen their weaknesses in basic mathematical skills through a pull-out program using the computer program Ascend under the supervision of the tutor. The tutor will monitor and record student progress and maintain folders on each student using the programs. Students will also use Coach materials to develop their constructed response skills and their test taking skills.

ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
Activities which incorporate the use of Thinking Maps and written responses to word problems will be analyzed and reviewed during monthly Content Area/Grade Level meetings. These activities will help enhance students' proficiency in the areas of algebra, discrete math and measurement. The tutor/teacher will work with the students using technology to strengthen areas of weakness.

ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
Teachers will attend three WOW in-service to assist in developing engaging lessons on difficult to understand concepts in math. The focus will be on developing math lessons on an application level for students. Additional professional development opportunities will be available to assist teachers in developing content-rich lesson plans focused on the content standards, with emphasis on the three areas of weakness in Math.

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

Monthly activities will be offered to parents that provide an understanding of concepts using (ABL), (WAC), and (HOTS) on the school website and on the teacher's websites. In grades 4-8, homework activities which encourage activity-based learning will be sent home to be completed and then returned to school within a week. The assignment will be designed to encourage parent/child interaction through an activity which requires the use of activity-based learning strategies using inquiry method.

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

There will be a Meet and Greet night for parents and students of 4th and 5th graders who will be attending Clearwood for the up coming school year. Its purpose is to help parents and students better understand the teachers' goals for students and to explain the on-line resources for the new math series and its availability for parents at home. Community involvement will be developed through inviting community members to serve on planning committees and school activities.

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

Teachers and students will create concept maps related to developing HOTS and math writing skills by using a variety of computer activities and various internet resources to supplement and augment classroom instruction and to provide opportunities to connect student learning to real life situations.

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

Teachers and students will use united streaming math activities and websites with HOTS student activities. Technology will be used to strengthen areas of weakness in math through the use of engaging activities. The Ascend program will be used to bring students up to their math grade level under the supervision of the school tutor.

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

Regularly scheduled classroom observations and walk-about by administrators will encourage a positive atmosphere for technology rich activities. Both teachers and administration will model appropriate behavior for students using technology both in the classroom and the computer labs.

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

School wide positive support system is used to encourage attendance, decrease dropouts, and motivate students which will directly impact classroom instruction. Students will be rewarded for their positive behavior through a school wide PBS program. These students are honored weekly. Students are also honored as BIONIC (Believe It Or Not I Can)Students for exhibiting characteristics associated with being BIONIC.

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

Articulation groups will examine data and communicate trends through the Administrators Conference, Data Retreat, Monthly Principals meetings, Assistant Principals, Resource Helping Teachers meetings, and articulation meeting among feeder schools.

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

Monthly Grade-Level/ Content Area collaborative meetings will also examine student data for strengths and weaknesses, and trends in student achievement in order to provide effective instructional strategies to meet the needs of all students in a technology-rich learning environment.

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

Students will use the program Maps 101 to develop their skills in using and analyzing graphs and statistics in math.

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

At-risk students in 4th, 7th and 8th grades receive additional tutoring in ELA in areas of weakness in preparation for the iLEAP and LEAP test. Any additional instructional resources and materials will be provided.

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

Students will utilize laptops and software designed for student remediation and student advancement in all curriculum areas. 4th and 5th grade Teachers will be provided with a laptop storage unit within their classrooms. The laptop storage cabinet will include lock and key for security, and double as a charging station.