

The background of the page features a large, faint watermark of the Louisiana Department of Education seal. The seal is circular and contains the text "STATE OF LOUISIANA" at the top, "DEPARTMENT OF EDUCATION" at the bottom, and "CONFIDENCE" in the center. It also features a central figure of a person and two stars.

# **School Improvement Plan Slidell High School St Tammany Parish School System**

**Slidell High School  
Grades 8-12  
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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)
Improved Reading scores in Grade 9	1	Best Practices Survey, Classroom Observation; LEAP, PD sign-in sheets
Declining suspension & expulsion rates	2	Discipline Reports, PBS rubric, Freshman Academy meeting logs; School Culture survey
Decrease in achievement gap % proficient in Black ELA and Black Math	3	CRT Trend Data, WFSG logs, Core Tasks survey, Classroom Observations

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.

<b>Contributing Factor 1</b>	Improved Reading scores in Grade 9		
<b>Domain/Subdomain</b> (Choose One Only)	--- 510 CIA: Instructional Strategies		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. Implementation of literacy strategies	Best Practices survey	Attitudinal	
2. Continued use of Guaranteed Curriculum and Comprehensive Curriculum	Classroom Observations	Behavioral	
3. Increase of reading scores in Grade 9	iLEAP	Cognitive	
4. Attendance at Professional Development Literacy workshops	Sign-in sheets	Archival	

<b>Contributing Factor 2</b>		Declining Suspension & expulsion rates	
<b>Domain/Subdomain</b> (Choose One Only)		--- 730 Resources: Personnel	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Increase in PBS score	PBS rubric	Behavioral
2.	Decrease in suspension & expulsion rates	Cumulative Discipline reports	Archival
3.	Continued implementation of Freshman Academy program	FA meeting logs	Archival
4.	Improved communication between stakeholders	School Culture survey	Attitudinal

<b>Contributing Factor 3</b>		Decrease in achievement gap % proficient in Black ELA and Black Math	
<b>Domain/Subdomain</b> (Choose One Only)		--- 520 CIA: Curriculum Content	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Decrease in achievement gap of 14.0 for Black ELA and 3.5 Black Math	CRT % Proficient Trend Data	Cognitive
2.	55 days used for teacher collaboration	WFSG logs	Archival
3.	Providing more flexible learning opportunities for students	Core Tasks survey	Attitudinal
4.	Creation and implementation of engaging lessons through collaborative efforts	Classroom Observations	Behavioral

\*Must list **at least three findings** to justify Strengths  
Refer to Louisiana Needs Analysis (LANA) page 56 Table 52 Domain and Sub domain codes

## Data Triangulation – Contributing Factors to Weaknesses

**Part II:** Weaknesses should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see “Tools for Success,” SIP Rubric, Pages 74-76.

WEAKNESSES	RANK ORDER	DATA SOURCE (250 Characters)
Grade 10 SWD has the lowest % proficient--35.7--in ELA	1	GEE, STI Data, Classroom Behavior
Grade 9 SWD has the lowest % proficient--43.1--in Math	2	GEE, STI Data, Classroom Behavior
Math Constructed Response is weakest area--49%	3	CRT data, EOC,

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.

<b>Contributing Factor 1</b>	Grade 10 SWD has the lowest % proficient --35.7--in ELA		
<b>Domain/Subdomain</b> (Choose One Only)	--- 610 PD: Instructional Focus		
<b>Findings</b> (500 Characters)	<b>Instrument</b> (200 Characters)	<b>Data Type</b>	
1. Only 35.7 % in Grade 10 SWD scored proficient in ELA	GEE CRT data	Cognitive	
2. Higher pupil/teacher ratio in SWD due to teacher reduction	STI Teacher Data	Archival	
3. BIPs needed for SWD to enhance classroom performance	Classroom Observation	Behavioral	

<b>Contributing Factor 2</b>		.Grade 9 SWD has the lowest % proficient--43.1--in Math	
<b>Domain/Subdomain</b> (Choose One Only)		--- 610 PD: Instructional Focus	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Only 43.1 % in Grade 9 SWD scored proficient in Math.	GEE CRT data	Cognitive
2.	Increased % of Grade 9 SWD in 9 <sup>th</sup> Grade.	STI Student Data	Archival
3.	BIPs needed for SWD to enhance classroom performance	Classroom Observation	Behavioral

<b>Contributing Factor 3</b>		Math Constructed Response is weakest area--49%.	
<b>Domain/Subdomain</b> (Choose One Only)		--- 530 CIA: Assessment Content Structure	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Students score lowest in Math and Social Studies Constructed Reponse..	GEE CRT data	Cognitive
2.	Increase in number of students repeating Algebra I and Geometry	STi Student data	Archival
3.	Lower number of teachers using HOTS activities in lessons	Classroom Observation	Behavioral

\*Must list **at least three findings** to justify a weakness

Refer to Louisiana Needs Analysis (LANA) page 56 Table 52 Domain and Sub domain codes

**The identified weaknesses will lead to the goals. The contributing factors will lead to the strategies.**

## ACTION PLAN

### GOALS AND OBJECTIVES

<b>GOAL 1</b>		By 2013-14, all students will reach high standards, attaining proficiency or better in reading/language arts.	
<b>Research-Based Strategy 1:</b>		<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	
<b>Indicators of Implementation (250 Characters):</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters):</b>	
<b>1.1</b>	Aligns collaborative work with school improvement goals.	HQ teachers collaborate in quarterly half-day meetings and common planning documented by WFSG logs to align instructional goals with SIP. School administrator checks logs and give feedback to teachers to help plan for SIP activities.	
<b>1.2</b>	School staff participates in a variety of PD designs aligned with expected improvement outcomes and professional learning that mirrors expected instructional methods.	All HQ teachers and staff participate in PD Literacy workshops held six times per year provided by state, district, and school personnel to learn to implement literacy strategies in lessons determined from lesson plans and classroom observations. School administrators checks lesson plans and give feedback to teachers to help plan for SIP activities.	
<b>1.3</b>	New classroom practices are implemented as a result of follow-up support.	At department and grade-level meetings, HQ teachers evaluate and modify the use of implemented strategies. Necessary adjustments to instructional methods in lessons are made as indicated. School administrator check weekly lesson plans and observe classrooms daily giving feedback to teachers.	
<b>OBJECTIVES: (up to six; 150 characters)</b>		<b>DESIRED OUTCOMES: (150 characters)</b>	
<b>1.1</b>	To increase School ELA CRT Scores from 94.9 to 103.3 by 2012.	Improvement in the area of read, analyze, and respond to text for all students.	
<b>1.2</b>	To increase SWD subgroup ELA percent proficiency from 44.4 to 55.0 by 2012.	Improvement in the area of read, analyze, and respond to text for SWD students.	

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
Freshman Orientation
<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
Summer Bridge Program for at-risk students transitioning to 9 <sup>th</sup> grade from 8 <sup>th</sup> grade.
<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)
Use of literacy strategies for all students
<b>ACTIVITY 4</b> (Activities indicated should address all subgroups; 500 Characters)
Mandatory summer reading assignments for students.
<b>ACTIVITY 5</b> (Activities indicated should address all subgroups; 500 Characters)
Use of Achieve 3000 reading program
<b>ACTIVITY 6</b> (Activities indicated should address all subgroups; 500 Characters)
All HQ teachers align the written curriculum with the taught curriculum through the use of Whole Faculty Study Groups.
<b>ACTIVITY 7</b> (Activities indicated should address all subgroups; 500 Characters)
All HQ teachers work collaboratively through common planning periods, the Freshman Academy, and vertical and horizontal alignment to improve instructional practices.
<b>ACTIVITY 8</b> (Activities indicated should address all subgroups; 500 Characters)
Through in-services and job-embedded professional development training, staff development, opportunities include training teachers how to plan for and use technology as an instructional tool and incorporate literacy strategies.

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

Community businesses will partner with the school to provide students with real-world work experiences through the School-to-Work academies.

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

Parents and community leaders will be speakers for classes focusing on the need to be able to comprehend, analyze, and problem solve.

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

Community mentors function as mentors and/or judges for senior projects.

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

Students use technology to conduct research, solve problems, analyze data, collaborate and communicate with experts and peers.

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

Teachers use email, teacher web sites, and STI to maintain contact with parents and students.

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

The administration uses the Intranet and Blackboard to apprise faculty/staff of information, for department collaboration, and professional development.

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

School-wide Behavior Support is used to encourage attendance, decrease dropouts, and motivate students.

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

Student awards in Grades 9-12 are monthly awards rewarding positive academic/social behaviors.

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

Freshman Academy provides a positive nurturing support atmosphere for the transition to 9<sup>th</sup> Grade.



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

Articulation groups will examine data and communicate trends through the Administrators' Conference, Monthly Administrator meetings, online community Blackboard, and Freshman Academy.

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

Students will have nontraditional instructional time with teachers to work on RTI strategies.

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

Teachers implement curriculum that is anchored by GLEs, Standards and Benchmarks, and literacy strategies.

<b>GOAL 2</b>		<b>By 2013-2014, all students will reach high standards, attaining proficiency or better in Math.</b>	
<b>Research-Based Strategy 2:</b>		<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	
<b>Indicators of Implementation (250 Characters):</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters):</b>	
<b>1.1</b>	Aligns collaborative work with school improvement goals.	HQ teachers collaborate in quarterly half-day meetings and common planning documented by WFSG logs to align instructional goals with SIP. School administrator checks logs and give feedback to teachers to help plan for SIP activities.	
<b>1.2</b>	School staff participates in a variety of PD designs aligned with expected improvement outcomes and professional learning that mirrors expected instructional methods.	All HQ teachers and staff participate in PD Literacy workshops held six times per year provided by state, district, and school personnel to learn to implement literacy strategies in lessons determined from lesson plans and classroom observations. School administrators checks lesson plans and give feedback to teachers to help plan for SIP activities.	
<b>1.3</b>	New classroom practices are implemented as a result of follow-up support.	At department and grade-level meetings, HQ teachers evaluate and modify the use of implemented strategies. Necessary adjustments to instructional methods in lessons are made as indicated. School administrator check weekly lesson plans and observe classrooms daily giving feedback to teachers.	
<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)	
<b>1.1</b>	To increase School Math CRT Index Scores from 100.1 to 106.7 by 2012.	Improvement in the area of measurement for all students.	
<b>1.2</b>	To increase SWD subgroup Math percent proficiency from 44.2 to 54.8 by 2012.	Improvement in the area of measurement for SWD students.	

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
Students will participate in guided reading activities, textbook surveys and written explanations to constructed response questions.
<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
Teachers implement curriculum anchored by GLEs, Standards & Benchmarks and literacy strategies.
<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)
Teachers collaboratively align written curriculum with taught curriculum through use of the WFSG.
<b>ACTIVITY 4</b> (Activities indicated should address all subgroups; 500 Characters)
Formal and informal peer observations.
<b>ACTIVITY 5</b> (Activities indicated should address all subgroups; 500 Characters)
A combination of content workshops offered in house and by the parish.
<b>ACTIVITY 6</b> (Activities indicated should address all subgroups; 500 Characters)
Vertical and horizontal collaboration.
<b>ACTIVITY 7</b> (Activities indicated should address all subgroups; 500 Characters)
Community businesses will partner with the school to provide students with real-world work experiences through the School-to-Work academies.
<b>ACTIVITY 8</b> (Activities indicated should address all subgroups; 500 Characters)
Parents and community leaders will be speakers to classes focusing on the need to be able to comprehend, analyze, and problem solve.
<b>ACTIVITY 9</b> (Activities indicated should address all subgroups; 500 Characters)
Community members function as mentors and/or judges for senior projects.

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

Use of available technology such as computers, Internet, on-line data bases, cable TV, software, ELMOs, graphing calculators, virtual labs, and Promethan boards where developmentally appropriate

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

Students will judiciously use technology to conduct research, solve problems, analyze data, collaborate and communicate with experts and peers.

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

Parents and students access STI and teacher websites for grades, conduct, and assignments.

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

School-wide Positive Behavior Support system is used to encourage attendance, decrease dropouts, and motivate students.

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

Freshman Academy provides a positive support atmosphere for the transition to 9<sup>th</sup> Grade.

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

Student Awards are monthly awards rewarding positive academic/social behaviors.

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

Articulation groups will examine data and communicate trends through the Administrators' Conference, Monthly Administrator meetings, on-line community Blackboard, and Freshman Academy.

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

WFSG teacher collaboration groups will also examine student data, 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 18** (Activities indicated should address all subgroups; 500 Characters)

Students will have nontraditional instructional time with teacher to work on numeracy strategies.

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

Freshman Orientation

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

Summer Bridge Program for at-risk students transitioning to 9<sup>th</sup> Grade from 8<sup>th</sup> Grade.