

School Improvement Plan

2014-2015

SCHOOL: Rayville Junior High School

The following items should make up the *Data Portfolio* (**to be kept on file at the school**):

- Subgroup Component Report and Principal's Report Card for the last three years.
- Summary of Findings of Survey Data and all source documents. (Teachers, Parents, Students, and Principal) May be completed online. If Parent sample size is inadequate, there must be Parent Focus Group(s).
- Summary of Findings of Interview Data and all source documents. (Principal, Counselor, and Teachers) (**Not** Optional for Schools in School Improvement)
- Summary of Findings of Focus Group Data and all source documents. (Teachers, Students, and Parents) (**Not** Optional for Schools in School Improvement)
- Copy of the Data Triangulation Form
- Comprehensive Needs Assessment: Final Report
- DRA or DIBELS Reports
- Data Analysis Template (Trend Data history, Discipline/Behavior history, etc.)
- Data Notebook (for schools participating in *School Analysis Model-SAM 2000* or *LANA online*)
- Cognitive Summary Data (iLEAP, LEAP/GEE, ACT, PSAT, etc.)
- Citation from monitoring of Federal Programs – if applicable (e.g., Special Education and corresponding Corrective Action Plans)

I have read and understand that the above information will be kept on file at the school.

Principal's Signature

Date

SIP COMMITTEE

SCHOOL: Rayville Junior High School

FOR SCHOOL YEAR: 2014-2015

NAME (PRINTED)	SIGNATURE	REPRESENTING (Indicate Parent, Community, Teacher, Staff, Leadership)
Tony Guirlando		

RJH School Index Indicator Data

grade/subject	2011-2012 proficiency	2012-2013 proficiency	2013-2014 proficiency	growth/loss from 2013-2014
6th grade				
ELA	49%	47%	42%	-5
math	47%	51%	54%	+3
science	46%	44%	40%	-14
social studies	36%	49%	50%	+1
7th grade				
ELA	41%	57%	48%	-9
math	60%	55%	66%	+11
science	47%	44%	48%	+4
social studies	38%	47%	54%	+7
8th grade				
ELA	35%	32%	35%	+3
math	46%	53%	40%	-13
science	33%	36%	33%	-3
social studies	29%	20%	19%	-1

RJH Score Distributions and Proficiency Rates 2014

grade/subject	Advanced (150)	Mastery (125)	Basic (100)	App Basic (0)	Unsat (0)	% prof
6th grade						
ELA	0	6	15	16	13	42%
math	1	1	25	13	10	54%
science	0	3	17	19	11	40%
social studies	0	1	24	17	8	50%
7th grade						
ELA	1	5	26	28	7	48%
math	0	3	41	12	11	66%
science	0	7	25	25	10	48%
social studies	1	3	32	21	10	54%
8th grade						
ELA	0	1	21	32	9	35%
math	0	1	24	15	22	40%
science	0	1	20	28	14	33%
social studies	0	2	10	25	26	19%

	YEAR__2011_____	YEAR__2012_____	YEAR_2013_____	YEAR__2014_____
Algebra I %				
Excellent	6	3	4	3
Good	3	8	6	2
Fair	0	1	0	3
Needs Improvement	0	0	0	0

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

For Title I Schools: ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SIP.

Part Ia: Rank-order the identified areas of strength (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources:

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. 7 th grade math 11% increase from prior year % proficient (55% to 66%)	2014 % proficient report
2. 6 th grade math (Students in 5 th grade 34% proficient; 6 th grade 54% proficient)	2014 % proficient Trend Data report
3. 7 th grade social studies 7% increase from prior year % proficient	2014 % proficient report
4. Dropout/Credit Accumulation Index (Schools with 8th grade are assessed by the number of dropouts and high school credits earned by students by the end of ninth grade)	2013 School Report Card 87% of 9 th graders received 6+credits compared to 82% state
5. Assessment index increase over prior year; 2013- 44.3 assessment index; 2014 - 46.9 assessment index	2014 School Performance Score Calculator
CONTRIBUTING FACTORS TO THE STRENGTHS(100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. Availability of technology	2011 Fall LANA Faculty Needs Assessment, Instructional Staff Questionnaires and Focus Groups, Contextual Observations, Student Focus Group, and Administrator Questionnaires
2. Student Expectations	2011 Fall LANA Faculty Needs assessment, Instructional staff questionnaires, classroom observations – attributes, parent focus group, student focus group, student questionnaires, administrator questionnaires
3. Teacher Collaboration	2011 Fall LANA Faculty Needs Assessment, instructional staff interviews and focus group, administrator interviews, archival data
4. Leadership	2011 Fall LANA needs assessment, instructional staff questionnaires, parent questionnaires and focus group, contextual observations

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

Part Ib: Rank-order the identified areas of weakness (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources:

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. 8 th grade % proficient scores below 50% whole school	2014 % proficient report
2. Whole school number of students scoring mastery and advanced remained the same from 2013-2014 19%	2013 and 2014 score distributions report
3. Whole school ELA % proficient below 50%	2014 % proficient report

Part IIb. List the contributing factors from the cognitive, attitudinal/perceptual, behavioral, and archival data of the identified weaknesses:

CONTRIBUTING FACTORS TO THE WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. Discipline	2011 Fall LANA faculty needs assessment, instructional staff questionnaires and focus group, student questionnaires and focus group, parent focus group, administrative questionnaires and interview,, contextual observations, archival data
2. Too much direct instruction – lack of differentiated instruction	2011 Fall LANA instructional staff interviews and focus group, administrator questionnaires and interviews, classroom observations – attributes and strategies
3. Lack of respect	2011 Fall LANA instructional staff focus group, student focus group, parent focus group, archival data

Richland Parish School Improvement Plan

STRATEGIES: Data Driven Decision Making

SCHOOL_Rayville Jr High_____

YEAR_2014-2015_____

SUMMATIVE Evaluations will include comparison of state test results & SPS factors including DIBELS, LEAP, iLEAP, EOC, GEE, ITBS, dropout rates and graduation index

Activity (include PD, implementation, & follow-up steps)	Timeframe	Person(s) responsible & Person(s) involved	Funding source & amount	Procedure for documenting/evaluating
Teacher leaders will participate in Common Core ELA and Math training.	June 3 and 4, 2014 And throughout 2014-2015 school year	Teacher Leaders District Support Team	Title II (travel, hotel)	Sign-in sheets Feedback
Teacher Leaders will redliver information from Common Core training.	August 12 or 13, 2014 and ongoing	Teacher Leaders District Support Team Teachers and Paras Principals Math Coach Instructiona Facilitator	GF/Title I/Title II	Sign-in sheets Agenda Evaluations conducted by District Support Team
Implement Common Core Standards throughout the school year	August 14, 2014 and ongoing through May 2015	Teachers	GF/Title I School Funds Computers/ headsets/SmartBoards/ Test Prep Materials/Novels for Core Guides \$12,753.96	Walk around forms completed by teacher leaders, principals & supervisors indicating Common Core Standards Lesson plans turned in weekly to principals

CCSS follow-up through TEAMING	Bi-monthly	Teacher leaders Principals District Support Team	Title II	PLC logs checked monthly by principals Walk around forms completed by principals and supervisors
CCSS will be reinforced in the computer lab using CAI including Odyssey Ware	Daily August 2014-2015	Principals Teachers	CAI by Computer Lab teacher Title I \$49,265.00 Benefits for lab teacher and 1 month Principal Intern \$15,799.04 Title I Odyssey Ware \$5,000	CAI reports from Computer Lab Pre and Post Tests
Teachers meet weekly during TEAMING to collaborate. Meetings should include a minimum of the following: sharing student work, reviewing assessments and assessment guide, discussion of common core, planning and implementation of text-based writing, effective classroom management, and improving rigor in the classroom.	Weekly September 2014-April 2015	Teachers and paras Instructional Facilitators Data Coach Principals	GF	Teaming logs checked monthly by principals

Implementation of strategies discussed during TEAMING meetings	Daily September 2014- May 2015	Teachers and paras	GF	Lesson plans Walk around forms completed monthly by principals and supervisors
Principal and Principal Intern will provide an overview (rewards and consequences of actions) of the School Wide Positive Behavior Plan.	August 2014	Principal Principal Intern	Title I Extra month salary for Principal Intern Analyze data from JPAMS reports \$4,382.00	Sign-in sheets Agenda Copy of SWPB Plan
Principal, Principal Intern, Instructional Facilitator will provide monitoring and written feedback to teachers in the implementation of the plan by completing walk around forms.	Ongoing August 2014-May 2015	Principal Principal Intern Supervisors Instructional Facilitator/Math Coach/Data Coach		Walk around forms completed monthly by principals and supervisors
Teachers will establish and monthly review individual classroom behavior plans, follow the guidelines of the school behavior plan daily, and use the JPAM system to assist with documentation. (SWPB team monthly meetings)	Monthly August 2014-May 2015	Teachers		JPAMS reports Classroom behavior plans Meeting logs from SWPB team

<p>Students with good behavior and without office referrals will be rewarded during an assembly with privileges/prizes/ and certificates each six weeks. Teachers will provide, written or verbal, positive feedback to parents of each student every six weeks.</p>	<p>Each six weeks August 2014-May 2015</p>	<p>Teachers Principal Principal Intern</p>		<p>Copy of parent log kept by teacher</p>
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***Each school must add all Title I funded activities that correlate with identified weaknesses from LANA and attach the parent action plan.**

