

Whispering Forest Elementary
PreK-3rd Grade
Eric S. Sacks
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

COMPREHENSIVE NEEDS ASSESSMENT

(Look at the summary pages in the Data Analysis Template for 1a and 1b 1-3)

STRENGTHS

<u>1a. Results of Comprehensive Needs Assessment</u>		<u>1a. Measures used to Determine School Needs:</u>
STRENGTHS		DATA SOURCES
Second grade has the most Benchmark students in the Spring for three consecutive years with over 70% of their students meeting this benchmark.	1	DIBELS Trend Data Analysis, p 4-5, 2012-2015
Social Studies CRT has increased over the past three years by a total of 4.8 points.	2	CRT Index Trend, p 27, 2012-2015
Math is the highest scoring subject area across all years with the CRT being at least 107 over the past two years (2013-14 and 2014-15).	3	SPS Grade Level Index, p 31-32, 2012-2015
The achievement gap is steadily closing for the Students with Disabilities subgroup in both ELA and Math. In ELA, the gap has gone from 34.5 in 2012-13 to 31.9 in 2013-14, to 25.5 in 2014-15. In Math, the gap has gone from 32.7 in 2012-13, to 27.3 in 2013-14, to 19.3 in 2014-15.	4	Achievement Gap Issues, p 42, 2012-2015
The achievement gap is closing within all subgroups for Math. The gap has closed by 7.2 points for Black Students; it has closed by 7 points for Economically Disadvantaged Students; and the achievement gap has closed by 13.4 points for Students with Disabilities.	5	Achievement Gap Issues, p 42, 2013-2015

CHALLENGES

<u>1b. Results of Comprehensive Needs Assessment</u>		<u>1b. Measures used to Determine School Needs:</u>
CHALLENGES		DATA SOURCES
Kindergarten has the most At Risk students in the Spring with the average being 22% Intensive over the last three consecutive years.	1	DIBELS Trend Data Analysis, p 4-5, 2012-2015
ELA has been the weakest subject area for the past two years with an average gap of 12.65 points lower than the highest subject area CRT.	2	SPS Grade Level Index, p 31-32, 2013-2015
Students with Disabilities subgroup is consistently the lowest performing group in ELA and Math. The ELA gap is 25.5 points, and the Math gap is 19.3 points.	3	Subgroup Data Trend Analysis, p 36 Achievement Gap Issues, p 42, 2012-2015
Parents need a clear understanding of the Title I program and the opportunities it presents.	4	**This year's survey will be our baseline data.

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Behavioral – Second grade has the largest increase in suspensions from 2012-13 to 2014-15 with 1.5% of students being suspended.	5	Discipline Data, p 29, 2012-2015
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GOALS

<i>1c. Goals based upon Challenges and/or Maintaining Strengths</i>
GOALS
1 By May 2016, 70% of Kindergarten students will score Benchmark on the Spring DIBELS measures by using interventions from FCRR and the Title I Kindergarten tutor.
2 By May 2016, increase our ELA percent proficient by 10% on the standardized state test for the whole school and within subgroups.
3. By May 2016, 75% of the first through third grade students will score Benchmark on the Spring DIBELS assessment.
4. By May 2016, the whole school ELA CRT will be at least 99.
5. By May 2016, increase the Math CRT % proficient from 88.6% to 97.5%.
6. PI – By May 2016, we will increase the overall parent awareness to 30% of the Title I program and opportunities for evaluation as evidenced by responses from the Title I Parent Survey.
7. Behavioral – By May 2016, 80% of the students currently working with an MHP will demonstrate reduced behavior referrals from Fall 2015 to Spring 2016 by using the PBIS framework.

2. SCHOOL-WIDE REFORM STRATEGIES to be used in your SIP. Please check all that apply.

- Response to Intervention
- Job-Embedded Professional Development
- Data-Driven Decision-Making
- Meaningful Engaged Learning
- Curriculum Alignment
- Differentiated Instruction

3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Enter the percentage of your staff that is highly qualified **100%**.

- The HR department requires that all schools keep a folder on each teacher documenting their HQ status. This information is reported to HR on a spreadsheet at the beginning of each school year and Title I schools report this information to the Title I office on the Attestation Form.
- The parish requires that all paras meet HQ status before they can be considered for employment.

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4. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p><u>PLC-</u> Resource Helping Teacher, Instructional Coach, Administration, School Leadership Coach, Substitutes</p> <p>Monthly PLCs will cover technology integration, data from assessments (SLTs, Ticket to Read, Reading Renaissance, STAR Reading, DIBELS, CLASS, TS Gold, PARCC, DSC, RAPPS). As a group, we analyze the data and make a plan for increasing student achievement school-wide. We focus on content and ensure that State Standards are being met, as well as methodology.</p> <p>PLC Focus – Increase Math CRT and increase ELA CRT and DIBELS (school-wide).</p> <p>PLC Learning Walks – each group of teachers will use the rubric from School Leadership to collect and analyze data from different classrooms in the school. Our initial focus is on purpose and students engagement. As these trends improve, we will find another area to focus on for improvement through school-wide trends.</p> <p>PLC Schedule – Each grade level will meet with the Resource Helping Teacher on the first Tuesday or Wednesday of each month for 3 hours.</p>	<p>10. BUDGETS used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <p>Post-It Flip Charts</p> <p>Salary and benefits for instructional coach.</p> <p>School Leadership of Greater New Orleans consultants</p> <p>Substitutes</p> <p>Ticket to Read</p> <p>Reading Renaissance</p> <p>HP ProBook 650 G1 Notebook & Software</p> <p>Projectors</p>
<p><u>Instructional Coach-</u> Our instructional coach will work primarily with second grade. They will focus on assessment, a book study, and purpose. They will analyze the math curriculum and strategies by collecting data to increase math understanding to better prepare our second graders for the third grade state assessment.</p>	<p>10. BUDGETS used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <p>Salary and Benefits for this teacher.</p> <p>Books for study</p>

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Professional Development Outside of PLC <ul style="list-style-type: none"> •Faculty meetings for parish and state mandated trainings •Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED •After-school, before school, and district sponsored professional development •Community Collaborative Connections after school •Aspiring Leaders Conference •Design Team 	10. BUDGETS used to support this activity: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	Item(s) to be purchased to support this activity: <p>School Leadership of Greater New Orleans</p> <p>Substitutes</p>
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5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:

We aggressively seek the highest quality teacher for each job opening. We have a committee of teachers for the interview and selection process. Our school has an informative PowerPoint and welcoming environment at Job Fair. The Principal attends the annual Job Fair at Southeastern Louisiana University to recruit new teachers to St. Tammany Parish. Whispering Forest invites prospective teachers into our school for a tour and a second interview if needed.

6. PARENTAL INVOLVEMENT: What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.		
◆ Describe how parents will be involved in the <ul style="list-style-type: none"> ○ design, ○ implementation, and ○ evaluation of the ENTIRE TITLE I schoolwide program. Based on last year's parent surveys (Advanced) and PTA meetings, parent input was used to devise this year's School Improvement and Title I Plan. Parents are invited and encouraged to attend and volunteer for all school sponsored events and activities. Through surveys, tickets out the door, and parent feedback, we will evaluate the entire Title I school-wide program.	10. BUDGETS used to support this activity: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	Item(s) to be purchased to support this activity: <p>Colored Paper</p> <p>Reading Renaissance</p> <p>Ticket to Read</p> <p>Teacher Web</p>
◆ Include meeting dates for the: planning, implementation, and evaluation of the: <ul style="list-style-type: none"> ○ Parent Involvement Policy/compact; <ul style="list-style-type: none"> ▪ Review and revise-Spring 2016 	10. BUDGETS used to support this activity: <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL 	Item(s) to be purchased to support this activity: <p>None</p>

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<ul style="list-style-type: none"> ○ <i>PI Plan</i> <ul style="list-style-type: none"> ▪ Review and revise-Spring 2016 ○ <i>School Improvement Plan.</i> <ul style="list-style-type: none"> ▪ November/December 2015 ▪ May 2016 ○ Administration met with PTA during the summer (July 23, 2015) to discuss ways to get information out to parents in the most effective way. It was decided that The Parent Involvement Policy/Compact, the Parent Involvement Plan, and the School Improvement Plan would be discussed at Open House (August 17, 2015) ○ General PTA Meeting – present areas of school improvement and introduce new programs that the school will be using to increase student achievement (August 17, 2015) ○ Board Meeting – decide upon dates of events for the upcoming months to involve parents in the school (September 4, 2015) ○ Board Meeting – discuss upcoming events for parents to be involved. Information about standardized test scores and when the information will be available to parents. Discuss areas of strengths and weaknesses to draft the School Improvement Plan based on current assessment data (October 9, 2015) ○ Board Meeting – plan for the Family 1st Dinner, Christmas Store, and discuss areas of school improvement and draft a plan based on current assessment data (November 30, 2015) ○ Board Meeting – plan for upcoming Family Math & Reading Night, discuss final School Improvement Plan (January 8, 2016) ○ Board Meeting – review of this year’s parent involvement, SIP, and draft a plan on how to improve for the 	<ul style="list-style-type: none"> ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other 	
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upcoming year (March 4, 2016)		
<p>Parents will receive information about the Title I Program through monthly newsletters, at Meet & Greet (August 6, 2015), and at Open House (August 17, 2015). There will be a hard copy as well as an electronic copy available to them. The Title I PI DVD will be shown at the January 21, 2016 General PTA Meeting which is held in the Cafetorium at 6:00.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper</p>
<p>At least three meetings will be held during the school year to provide parents information on how to access the curriculum. This information will be provided to parents at school open house events, scheduling nights, parent meetings, and other parent orientations.</p> <p>Parents will be informed of assessments and proficiency levels on monthly newsletters and also on the Power of Assessments night (February 2016).</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper</p>
<p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p> <p>There were SAT meetings to inform parents of LEP students of available services.</p> <p>Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process.</p>	<p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies-GFF Postage-</p>
<p>NNPS – The school is a member of the National Network of Partnership Schools sponsored by John Hopkins University. The school has access to a wide variety of ideas to improve parental involvement and interest in the education of their children.</p>	<p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Membership in NNPS</p>

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	<input type="checkbox"/> Bond Money <input type="checkbox"/> Other	
<p>◆ To be in compliance with Act 436, at least three meetings will be held during the school year to provide parents information on how to access the curriculum. This information will be provided to parents at school open house events, scheduling nights, parent meetings, and other parent orientations.</p>	<p>10. BUDGETS used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <p>None</p>
<p>◆ Parents will be formally invited to attend all meetings where decisions will be made about their student’s education. Meeting dates and times will be decided upon with parent input and availability.</p> <p>◆ Parents will be involved in decision making through the following ways:</p> <ul style="list-style-type: none"> ▪ SAT meetings ▪ IEP meetings ▪ Parent Conferences ▪ Parent Committee Work – planning of student events ▪ Comments about plans posted on school website 	<p>10. BUDGETS used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <p>None</p>
<p>Training Activities:</p> <p>◆ Working with your children workshop/presentations – parents will learn how to better help their students at home particularly with the new Math curriculum. Grade level teachers will plan and present specific Math skills and strategies based on parent concerns from previous years’ surveys. Parents who are not able to attend will be given a pamphlet with information that was presented. There will be a parent survey to evaluate the effectiveness of this activity. (December 2015)</p> <p>◆ Meet & Greet is an opportunity for parents and students to meet their teacher before the official</p>	<p>10. BUDGETS used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <p>Paper for pamphlets</p> <p>Ticket to Read</p> <p>Teacher Web</p> <p>Reading Renaissance</p> <p>Updated Technology</p>

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<p>start of school. Parents are invited into the classrooms to get acquainted with the teacher and the learning environment in which their student will be engaged. This is also an opportunity for parents to share pertinent information about their student and to ask questions. (August 2015)</p> <p>◆The Arts, ELA, and Math Integration: Enrichment teachers and parents will collaborate to plan and carry-out the Day of the Arts. Information will be available to parents including internet resources that are useful to help children learn, such as Teacher Web, Reading Renaissance, and Ticket to Read. Parents will learn how the arts are an integral part of educating the whole child. There will be a program that goes home with each child so those parents who could not attend will have the information. A parent survey will be used to evaluate the effectiveness of this event. (March 2016)</p> <p>◆The Power of Assessments: Due to parent concerns regarding state standardized testing and curriculum, parents will be given information on how they can use simple assessments to measure their child’s strengths and areas to target for improvement. There will be an information night for parents to get information and have questions answered. Those not in attendance will receive this information via an agenda/newsletter. Parents will complete a Ticket Out the Door to evaluate this event. (February 2016 for PK-3)</p> <p>◆Creating Ready Readers through the Library is an opportunity for parents to bring their young students to the school Library after hours to read together and practice strategies to build better readers. The Librarian will send home a survey in December to collect data about parents’ biggest reading struggles with their students. There will be a specific focus strategy each month as parents and students participate in a book walk. (January-April 2016) Parents</p>		
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<p>will complete a Ticket Out the Door after each monthly event.</p> <p>◆ Reading Renaissance and Ticket to Read: Targeting Students' Success: This event will give parents a full explanation on how to use Reading Renaissance, AR 360, and Ticket to Read to personalize a home reading program as well as enhance children's school performance. Knowledgeable parents will be volunteers to help this event run smoothly. Information gathered from parent surveys was the driving force that prompted a need for this event. A parent survey will be used to evaluate this event. (August 2015/March 2016)</p> <p>◆ Summer Learning Fun: Using Local Resources: Parents will be given information about the resources available in the area and on-line that they can access during the summer months to help their children maintain and enhance their skills. Based on parent concerns during our weekly SAT meetings, there is a need for summer enrichment/remediation for students. Literature and other materials will be provided. There will be a parent survey the following school year. (May 2016)</p> <p>◆ Family Reading & Math Night: Parents will participate with their students to learn various Math and Reading skills through games and hands-on activities that can be developed more fully at home. Literature will be provided and also sent home for those who could not participate. Planning for this event is based on the previous years' parent surveys. Parents will donate materials that will be used for the various stations. Parents will complete a survey to evaluate this event and to help plan the following year's Family Reading & Math Night. (January 2016)</p>		
<p>◆ Teacher Web</p> <p>◆ Student Agendas</p> <p>◆ Monthly Home-School Connections Newsletter</p> <p>◆ Teacher Weekly Newsletters</p> <p>◆ Daily Take Home Folders</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>Teacher Web</p>

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<p>◆Frog Family Fun Packs ◆Parental Involvement Brochures (Family Math & Reading Night Take-Home)</p>	<p>___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Student Agendas Frog Family Fun Packs Parental Involvement Brochures</p>
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<p>7. TRANSITION: What activities are in planned to transition incoming and outgoing students at your school? Be sure to list at least one for incoming and one for outgoing students.</p>		
<p>Incoming Students:</p> <p>RHT gives new students and families a tour of the school to orient them to Whispering Forest.</p> <p>Meet & Greet for all students before school starts.</p> <p>Kindergarteners take a tour of the school.</p> <p>Pre-K and Kindergarten students begin the school year with only half of the students to ease them into the typical school day.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Postage - \$259.70 Paper Envelopes</p>
<p>Outgoing students:</p> <p>Student portfolios/records are prepared and are sent to the future school.</p> <p>The third grade classes take a tour of our feeder school (Clearwood Junior High). They watch a video about the school and receive a pamphlet with important information. Feedback for this activity comes from a post-assessment about Clearwood Junior High.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>School bus to transport students to Clearwood Junior High.</p>

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8. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?		
<p>The fundamental question is what are the teachers expected to do with the data they have on their students:</p> <ul style="list-style-type: none"> • Teachers are expected to participate in Professional Learning Community sessions and faculty meetings where data is discussed. • Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below). • Teachers are to use the data to develop lessons and interventions for at-risk students • Teachers are to PM these students to ensure interventions/lessons are addressing student needs • Teachers use Earobics and Ticket to Read to progress monitor their students' progress. Lessons are developed based on the data they get from these programs. 	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Item(s) to be purchased to support this activity:</p> <p>Ticket to Read</p>
<p>Assessments include, but are not limited to: DIBELS, STAR Reading, CBAs, Ticket to Read, DSC for K, ECERS for PK, AEPSI, pre/post SLT assessments, RAPPS</p>	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Item(s) to be purchased to support this activity:</p> <p>Reading Renaissance Database Renewal</p> <p>Ticket to Read</p>

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<p>9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES: What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.</p>		
<p><u>Mental Health Providers</u>-(please adjust to fit your school's MHP plan) MHP: Due to the transient and often unstable environments that many of Whispering Forest Elementary's students experience, a Mental Health Provider will work with students for 21 hours This number needs to be checked per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administration, Eric Sacks, will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, administration, Eric Sacks, will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student's situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as LEAP and iLEAP will also occur.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>MHP Salary and Benefits</p>
<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u></p> <p>The WFE PBS Pledge is taught in the beginning of the year, and rules are posted throughout the school for the different environments. Students are expected to follow the PBIS Plan every day and in all school environments.</p> <p>Students also have positive reinforcement through</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Whispers (Paper) Popcorn Pins Candy</p>

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<p>the PBIS Plan with the opportunity to earn “Whispers”. These are given to those students who go above and beyond to help someone, who sets a good example, etc. “Whispers” are pulled several times throughout the week and those students get appropriate rewards.</p> <p>We use the Check-In/Check-Out System for students who need extra support to stay on track behaviorally, or for those who may need extra encouragement and reminders to stay focused and on track.</p> <p>Students are recognized for good behavior by their classroom teachers and can earn the chance to be Student of the Week at least one time throughout the school year. Students are also recognized by administration through a Cool Critter Callout. The assistant principal calls the parent to praise the student for a specific positive behavior. The student is recognized in the classroom and is given an incentive certificate.</p> <p>Red Ribbon Week - October</p>	<p><input checked="" type="checkbox"/> Other</p>	
<p><u>Instructional Program Enhancements</u> Jamie Rodriguez –Instructional Aide Students are selected to work with the instructional aide in a push-in program based on teacher recommendation. The teacher uses current data from recent classroom assessments for her decision. The aide works on a variety of subject areas depending on need.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salary and benefits for employee.</p>
<p><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u> Joan Marsh – 1st Grade Voyager Tutor Students are selected for this pull-out program through teacher recommendation, SLT, and DIBELS data. Voyager works to improve ELA skills through phonemic awareness, phonics,</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salary and benefits for employee.</p>

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<p>fluency, vocabulary, and comprehension. Once students have met their goals, they are exited from the program. Other students are then given the opportunity to participate as needed.</p> <p>Jeanne Morello – 2nd Grade Voyager Tutor Students are selected for this pull-out program through teacher recommendation, SLT, and DIBELS data. Voyager works to improve ELA skills through phonemic awareness, phonics, fluency, vocabulary, and comprehension. Once students have met their goals, they are exited from the program. Other students are then given the opportunity to participate as needed.</p> <p>1. Students are identified using DIBELS data along with teacher recommendation. Those going through the SAT process are also considered for the tutoring programs.</p> <p>2. Joan Marsh and Jeanne Morello are responsible for the implementation of the Voyager Program. Students are progress monitored through assessments with the Voyager program and DIBELS.</p> <p>3. The tutoring program is evaluated by comparing student scores from the beginning of the year to their current assessment level. This is done periodically throughout the year as students can be dismissed from the program once they have met their goal(s). There will be a teacher and student survey to help evaluate the effectiveness of this program.</p>	<p>___ IDEA ___ Title III ___ Bond Money ___ Other</p>	
<p><u>Technology Resources and Personnel (include names):</u> <u>General Technology</u> to increase engagement: Activboards, Votes, Expressions, ipods, computers, printers, laptops, projectors, document cameras, Promethean Pens and Wands</p>	<p>10. BUDGETS used to support this activity: ___ ✓ Title I ___ ✓ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III</p>	<p>Item(s) to be purchased to support this activity: Computers, monitors, ActivBoards and installation, projectors, document cameras, votes, expressions, ipods, ipads, toners printers, replacement</p>

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	<input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	bulbs, Promethean Pens, Promethean Wands, and RAM for upgrades.
<p><u>Technology Interventions/Progress Monitoring</u></p> <p>Earobics – students are selected for this PM program through DIBELS data. Those scoring Intensive are assigned a license. In addition, special education students are monitored through the program, and teacher recommendations are taken into consideration.</p> <p>Ticket to Read – all students use Ticket to Read. They are initially assessed through the program and are monitored as they progress.</p>	<p>10. BUDGETS used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <p>Ticket to Read</p> <p>Computers</p>
<p><u>Special Education Subgroup Data</u></p> <p>Students with Disabilities Subgroup is consistently the lowest performing subgroup in both ELA and Math. While they are the lowest performing subgroup, the gap is steadily closing. In ELA, the gap has gone from 34.5 in 2012-13 to 31.9 in 2013-14, to 25.5 in 2014-15. In Math, the gap has gone from 32.7 in 2012-13, to 27.3 in 2013-14, to 19.3 in 2014-15.</p>	<p>10. BUDGETS used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <p>None</p>
<p><u>Special Education Program Design</u></p> <p>Our Special Education Program design has a variety of components. In Pre-Kindergarten and Kindergarten, we have an Early Childhood Reduced Numbers Class to service our population of moderate students. We have a blended Pre-Kindergarten class that services up to 6 students with special needs. There is also an itinerant inclusion teacher who services our population of resource students in Kindergarten, along with a resource teacher. Our first grade resource population of students with disabilities is serviced by an inclusion teacher, a co-teaching environment, and a resource teacher. We have a Reduced Numbers Class with a teacher who</p>	<p>10. BUDGETS used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <p>None</p> <p>SPED para salary and benefits</p>

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<p>services our moderate population of students with disabilities in first grade. Our second grade resource students with disabilities are serviced by a resource teacher, a co-teaching environment, and an inclusion teacher. Our moderate population of second graders with disabilities is serviced by a reduced numbers teacher. Our third grade population of students with disabilities is all serviced by a resource teacher, a co-teaching environment, and an inclusion teacher. Our moderate population of third graders with disabilities is serviced by a reduced numbers teacher.</p> <p>Our co-teaching model expanded due to the closing of the achievement gap. We wanted more of our students to be exposed to the general curriculum. We continue to have a resource teacher to meet the needs of those students with IEP resource minutes.</p> <p>SWD: The school will modify instructional programs to include (but not limited to): small group instruction in the special education classroom with para educator support, more time with RtI leveled interventions, MHP services, and integration in the regular classroom with special education personnel. All grades.</p>		
<p><u>Curriculum Enhancements</u> Each semester, all grade levels participate in an off-campus field trip that correlates with the standards that are currently being addressed.</p> <p>Teachers are provided with a \$100 classroom supplies reimbursement through general funds. In addition, PTA offers a \$50 reimbursement for classroom supplies.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Classroom Supplies</p>

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10. COORDINATION OF PROGRAMS		
<ul style="list-style-type: none"> •McKinney Vento-All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4 and IDEA •Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program. •Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding. •Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III. •Headstart children graduate into the feeder schools in the district in which they live. Receiving schools provide transition activities and services for children and parents. 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> •Tutoring •Clothing •School supplies •Field trip fees •Summer school fees •MHP services •Community Resource Connections •Meals •Services of the LEP para and LEP tutor

11. HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?		
<p>The Title I Committee meets and discusses all of the following: <u><i>For each section below , be sure to include:</i></u></p> <ul style="list-style-type: none"> ◆ <i>what data will be collected,</i> ◆ <i>who is responsible for collecting the data,</i> ◆ <i>when will it be collected,</i> ◆ <i>how will it be manipulated and</i> ◆ <i>who will write the final report.</i> 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>Overall – The school’s performance on standardized test scores/ DIBELs scores.</p> <p>Standardized test scores will be collected as scores are released by the state. Typically, this is in the Spring of the current school year, or the</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II</p>	<p>None</p>

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<p>Fall of the following school year. DIBELS scores are distributed to teachers as data is entered after each Benchmark assessment period and Progress Monitoring assessment period. The Resource Helping Teacher is responsible for collecting and dispersing the data. The data is used to determine at-risk students and guides interventions within the classroom. Standardized test data is used to help evaluate current programs. The Resource Helping Teacher, along with administration writes the DIBELS final report. The state sends the standardized test final report to the school. Once results are analyzed, the SIP committee meets (May 2016) to assess the current Title I programs. Brandi Kendrick will write the report and will give that to Eric Sacks, who will write the final Title I report.</p>	<p>___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	
<p><u>Tutoring programs-</u> Voyager data will be collected by the Resource Helping teacher on a quarterly basis, or as students are exited from the program (whichever is sooner). The data calculation will be based on the Voyager assessment as well as the DIBELS benchmark assessment. Our goal is for students to move from At-Risk to Strategic, and eventually to Benchmark. The effectiveness of this particular intervention is assessed by if the student scores have increased.</p> <ul style="list-style-type: none"> ●<i>the number of students who moved to Benchmark in DIBELS that were in the Voyager Tutoring program last year is 30%. This data is from Fall DIBELS 2014 to Fall DIBELS 2015.</i> ●<i>the number of students who increased their score on the writing rubric from Fall 2014 to Spring 2015 is 50%.</i> ●<i>the number of students who exit from the tutoring program based upon progress monitoring in 2014-2015 was 6%.</i> 	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Salary and benefits for employee.</p>

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<p><u>Parental Involvement</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> •Parents will help to develop Tickets Out the Door and surveys for parent events at PTA Board Meetings (monthly). Parents will work with the RHT to decide the most effective way to collect this data. •We will look at data collected from parental involvement events to decide what times are best for parents based on attendance. We will also compare attendance to the type of event. The PTA Board will work with the RHT to analyze this data. •The Title I School Committee and/or the Title I parenting Committee will review the Title I Parent Survey results after each event throughout the school year. •Review the NNPS plan and survey information with parents at PTA meetings (monthly). Administration will discuss the plan and survey with parents. •The TRT will write the final PI evaluation report. 	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Paper</p>
<p><u>MHP Evaluation Form</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> •<i>Currently, there are 17 students serviced by the MHP at Whispering Forest. Of those, 41% showed an increase in academic achievement. 35% showed a decrease in academic achievement, and 24% had no change. Mr. Eric Sacks, principal, is responsible for collecting and calculating the MHP data. There is a weekly report that is turned in which identifies students that were serviced for the week. The program is evaluated quarterly by finding percentages of students who have improved.</i> •<i>The goal is to decrease time out of class. The MHP works with these students on a</i> 	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Salary and benefits for employee.</p>

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<p><i>variety of social skills so they can learn to cope with their emotions without having to be removed from the classroom. The MHP program will be evaluated by Mr. Eric Sacks, principal. Students will be assigned a 1 for positive actions and a 0 for negative actions. This information will be calculated at the end of the year to determine the effectiveness of this program.</i></p>		
<p><u>Professional Development</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> • We will collect data through our Learning Walks with School Leadership and through our Management Walks to be done with the Resource Helping Teacher. We will use this data to guide best practices throughout the school. Data will be collected by administration, RHT, and School Leadership after each Walk. The data will be entered into the School Leadership application to determine trends throughout the school. Our professional development will be guided by this data. • We will look at DIBELS data to determine if PD is necessary for classroom interventions using FCRR. We will use Fall 2015 DIBELS and Spring 2016 DIBELS to determine if any PD is required in this area. Our goal is for students achieving Benchmark to stay in this range. We want to decrease the number of Strategic and At-Risk students. Our goal is for 85% students at Benchmark in Spring 2016. • We will use SLT data to determine what area of study is most in need of PD. Our goal is for 85% of our students to meet their Student Learning Targets. We will look at school-wide growth and plan our PD based on student need. We will 	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>School Leadership of Greater New Orleans</p> <p>Substitutes</p>

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<p>determine if current PD efforts were successful and gain an insight into where our efforts need to be focused next year.</p>		
<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>FACULTY</u>? The results of the assessment will be reported to the faculty in a variety of ways. The initial form of communication will be through electronic mail and BlackBoard. The document will be posted on BlackBoard and faculty and staff will have the opportunity to comment through threads. Information will then be dispersed to faculty and staff at the initial faculty meeting in the Fall. This will be the time where questions are answered and suggestions are heard. Mr. Sacks will be responsible for the dissemination of the information and the presentation.</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: None</p>
<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>PARENTS</u>? Assessment information will be reported to parents at the beginning of the year PTA General Membership/Open House meeting. Information will also go home to parents in the beginning of the year folders. There will be a hard copy of the findings at the school made available to parents upon request.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Paper</p>