

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Cypress Cove Elementary



St. Tammany Parish Public Schools

This schoolwide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).

1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
Kindergarten consistently shows improvement from fall to spring over the past five years. Benchmark scores improved 5%, while Intensive lowered by 8% in 16-17.	1st Grade consistently shows some improvement reducing intensive, however the past two years their percentage of Intensive has remained the same from fall to spring. However, 1st grade Benchmark scores fall slightly (average of 4%) from fall to spring over the past five years.
The CRT Assessment Index scores have varied over the past 5 years, rising and lowering.	The lowest CRT Assessment Index score was in 2015-16 at 90.2.
ELA, Math, and Science Index scores increased in 16-17, with ELA showing the greatest improvement of 16.5 points. Discipline data showed little increase or decrease over the last 2 years.	In academics the only area that showed decline in 16-17 was the Social Studies Index which declined by 14.3 points.
The ELA Index is a potential strength for index scores. It was the highest score 3 out 5 years. The highest ELA subclaim in 16-17 was Literary Text at 83% proficient.	The Social Studies Index is a potential weakness in the index scores. It was the lowest score 4 out 5 years, with a significant decline of 14.3 points in 16-17.
ELA with a 101.4 score in the 2016-17 year. The highest ELA subclaim in 16-17 was Literary Text at 83% proficient.	Social Studies with a 79.3 index score in the 2016-17 year, representing a 14.3 point decline.
The White subgroup has been consistently the highest subgroup score with 85.9% in ELA and 81.9% in Math (2016-17).The White subgroup has been the highest performing subgroup for the past 4 years.	The SWD subgroup has been the lowest performing subgroup in ELA over the past three years and 2 of past 3 years in Math. The LEP subgroup was the lowest in Math with 38.5% in 16-17 and SWD subgroup was the lowest in ELA with 43.1%.
All subgroups improved their percent proficiency in ELA in 16-17. The Black subgroup increased in ELA 19.1%. The Hispanic subgroup showed in increase in ELA of 17.9%. These 2 subgroups showed the most significant increase in ELA.	However, the White subgroup consistently declined from 2013 to 2016, with ELA declining by 13.1%. And from the 2015-16 year to the current year the LEP subgroup showed the largest decline of 22 points declined by 32.1% in Math and declined by 24.4% in ELA.
No trend of two or more years of declining subgroup achievement gaps in ELA & Math. However, in 16-17 the most significant decreases in achievement gap occurred with the Black subgroup in ELA by 9.6% and in Math by 7.2% and the Hispanic subgroup gap decreased in ELA by 8.4% and in Math by 16.6%.	The Black subgroup narrowed the achievement gap in ELA by 9.6%, and the Hispanic subgroup narrowed the gap in ELA by 8.4%. The ED subgroup has closed the gap slowly in 3 years in Math, decreasing the gap by 3.4%.

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<p>ELA is a potential subgroup subject area strength due to all subgroups scoring higher in ELA compared to Math in 16-17 (except for Hispanic).</p>	<p>Math is a potential subgroup subject area weakness due to lower percent proficiency scores in all subgroups (except Hispanic) in 16-17. However, for three straight years from 2014 to 2016, Math had the higher scores in all subgroups compared to ELA.</p>
<p>DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	
<p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>esults-focused, and <u>T</u>ime-bound.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> 	
<p>1. Kindergarten will increase Benchmark and Above Benchmark scores for Dibels Next by 10 % from Fall 2017 to Spring 2018 as follows: 59% to 69% in Spring 2018</p>	
<p>2. First grade will sustain Benchmark or Above Benchmark for Dibels Next from Fall 2017 Spring 2018 at 63%.</p>	
<p>3. Students with Disabilities (subgroup) for kindergarten will increase reading achievement by increasing the percentage of students scoring at or approaching benchmark on Dibels Next by 10 percent from Fall 2017 to Spring 2017 as follows: 42% to 52% in Spring 2018.</p>	
<p>4.</p>	
<p>5.</p>	

2. PARENT AND FAMILY ENGAGEMENT

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS MEASURE
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • Using surveys from the previous year school administrators and committee members will correlate the focus of our academic journey to the recommendations and concerns of our parents and community. Before the School Improvement Plan is finalized the administration will meet with a committee of parents to review for finalization. The school improvement plan will be available in the front office for public and parent access. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: SIP binder</p>	<p>Effectiveness Measure: Parent surveys PTA Board member agenda</p> <hr/> <p>Effectiveness Results: Survey data shows that parents are happy with their child’s progress. The SIP binder is visible for all school shareholders.</p>
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> ◆ Surveys are sent out to parents by the school at the end of each school year. These surveys include academic and social/emotional wellness recommendations. Teachers and school administrators collect this data and use it to 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Paper for newsletters Poster paper for SIP overview Computers for website design</p>	<p>Effectiveness Measure: Paper surveys through individual classrooms and school.</p>

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<p>recommend activities to further student progress. PTA board and committee members voice concerns and recommendations during PTA meetings in the beginning of the year.</p>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results: Survey data collected showed an emphasis on reading instruction. This data has driven teacher instruction for reading improvement.</p>
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> ◆ After the SIP is written parents are given an over view by the administration in their monthly meetings. ◆ Parents are kept updated through teacher newsletters, school website notifications, and guaranteed curriculum links that are provided through the district. <ul style="list-style-type: none"> ● Parents are sent notifications through the mail, as well as phone contact for any SAT or IEP meetings. ◆ In the beginning of the year parents are invited to the CCE parent meeting where they can learn more about our school. The PTA also has training to better help volunteers meet the needs of the school and students. ◆ Teachers throughout the year hold conferences updating parents on their child’s progress or on the challenges that they may face. ◆ Every child at our school has a communication folder in which his or her teacher communicates with family/guardians. Communication comes in the form of teacher newsletters, phone calls, and notes/emails. Websites are also used to communicate with parents. Each teacher has their own website through the school district. There are also informational links on the school’s website. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Paper for notification flyers</p>	<p>Effectiveness Measure: Teacher website tracking Teacher conference logs PTA open house sign in sheets</p> <hr/> <p>Effectiveness Results: PTA involvement in classroom and school</p>

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<p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Open House sign in PTA meeting sign in School website tracking</p> <hr/> <p>Effectiveness Results: PTA involvement and attendance during school and classroom events.</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s): 1,2</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Teacher conference logs</p> <hr/> <p>Effectiveness Results: LEP para professional student achievement logs</p>

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Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.

<p>Parent Family Engagement Activity 1:</p> <p>Incoming Students</p> <ul style="list-style-type: none"> Our school provides school tours several times throughout the year. However, most tours coincide with the end of the year for in-coming kindergarten students. A part of this tour includes an informational meeting for parents. A Spring Open House for new incoming students and parents is also provided. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Items Needed:</p>	<p>Effectiveness Measure: Parent sign in</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> School Meet and Greet With this event teachers meet with students and parents before school begins. Parents are given student and school informational sheets. If school supplies are needed for individual students parents are given opportunities to gather. Parents are also given information about classroom procedures. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Items Needed:</p>	<p>Effectiveness Measure: Meet and greet sign in</p> <hr/> <p>Effectiveness Results:</p>

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<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Open House At this event the PTA appraises parents of school needs and progress. Parents then visit homeroom classrooms. Classroom teachers overview the curriculum and procedures for the classroom/grade level as well as the school. 	<p>Goal(s): 1, 2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Open house sign in</p> <hr/> <p>Effectiveness Results:</p>
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3. SCHOOLWIDE PLAN STRATEGIES

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*
- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*
- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • At CCE we incorporate a multitude of programs that will help advance our students in reading and math. In K-1 students are exposed to daily phonics exercises that increases letter knowledge and phoneme awareness. Students also participate in Guided Reading and Writing activities in all grade levels (preK-1). All grade levels have incorporated Thinking Maps as a tool to help our young writers. In math teachers are using best practices using the school district’s guaranteed curriculum. Teachers use manipulatives and district approved guide to help reinforce curriculum lessons. PreK teachers use the Owl curriculum to meet the needs of their students. Math stations are also found in all grades (PreK-1). In these stations children are engaged in teacher directed lessons and manipulative play. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Guaranteed curriculum (online) Phonics guide book (Sounds and Letters) and cards Owl curriculum series</p>	<p>Effectiveness Measure: Dibels Next scores SLT scores</p> <hr/> <p>Effectiveness Results:</p>

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<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Three times a year teachers will be assessing students for Dibels Next. In the beginning of the year K-1 students will be testing on letter knowledge and phonemic awareness. The scores given from this test will allow teachers to progress monitor at risk/intensive students. Mid year student are tested again to check for progress. At this time the first grade test adds the component of reading fluency. Again, teachers take the results of student data to drive the reading instruction within their class. At the end of the year students take the test for a final time. This score will show the complete progression for students in K-1. • SLTs (student learning targets) are also given 2 times a year. The data received is dealt with similar to Dibels Next. Teachers use SLT scores to drive instruction and improve skills. However, with SLTs math and reading instruction will be focused upon. First grade and enrichment middle year benchmark testing will also be focused on for areas of remediation • In the beginning of the year PreK and K teachers administer the DRDP test to all students. The data from these tests will drive not only our academic lessons, but social/emotional as well. • PreK teachers administer MTS to all students throughout the year. They use this data to guide student instruction for academics by recording notes on student progress and needs. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Dibels Next SLT DRDP MTS Guaranteed curriculum (online)</p>	<p>Effectiveness Measure:</p> <p>Dibels Next score SLT scores TS-Gold notes/scores</p> <hr/> <p>Effectiveness Results:</p>
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • There are various assessments that provide evidence of students who are at-risk. Dibels Next scores indicates to the teacher which students are well below level and strategic (at-risk). Teachers then administer Progress Monitoring 	<p>Goal(s):</p> <p>1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p> <p>Guaranteed curriculum Dibels Next SLTs MTS</p>	<p>Effectiveness Measure:</p> <p>Dibels Next Scores SLT scores MTS notes/scores</p>

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<p>tests to these students to target students specific needs. Dibels Next provides data for reading achievements and needs.</p> <ul style="list-style-type: none"> • SLT (student learning targets) provide student learning data for math and reading. Teachers track student progress 2 times a year through these tests. The reading component focuses on writing, letter recognition, and reading comprehension. The math component focuses on numerals, geometry, and numeric functions. Middle year benchmark testing will also be focused on for areas of remediation • The MTS provides PreK teachers insights on student progress throughout the year. The notes collected help drive instruction providing adaptations and enhancements as needed. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • RTI is provided for students that are below and well below level in reading. Teachers provide weekly lessons that focus on reading skills that target student deficiencies. • Voyager tutoring is provided for first grade students that are below and well below benchmark according to Dibels Next scores. • Project Read is implemented by special education teachers in K-1. This hands on curriculum adds multimodal learning to reading instruction. • Speech Therapist conduct Salsa in all grade levels. • Second-Steps is a program that focuses on life skills within the early childhood ages. • Behavior plans (BIP) are put into place to help children acclimate into the regular classroom environment. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Voyager tutoring materials Project Reading</p>	<p>Effectiveness Measure: Dibels Next scores SLT scores</p> <hr/> <p>Effectiveness Results:</p>

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<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> When students do not achieve proficiency they are placed in the SAT process. Through this process the teacher identifies academic and behavioral delays that the student may be displaying in the classroom. A committee of special education teachers and administrators collaborate together with parent permission to screen children for possible physical limitations as well as processing delays. The committee recommends interventions to the classroom teacher. After implementing interventions the student is tested again. If significant progress is not met children are then screened for special educational programs. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: SAT intervention data</p> <hr/> <p>Effectiveness Results:</p>
<p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. There is a full time para professional that pulls students from classrooms to provide small group and one on one instruction. She also collaborates with teachers on lesson experiences. 	<p>Goal(s): 1,2</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Guaranteed curriculum</p>	<p>Effectiveness Measure: SLT scores Dibels Next scores</p> <hr/> <p>Effectiveness Results:</p>
<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> Inclusion classes are found in PreK through first grade. A teacher and para provide services for each grade level (preK and K share). These teachers go into classrooms and monitor student needs, and provide assistance and 	<p>Goal(s): 1,2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Guaranteed curriculum</p>	<p>Effectiveness Measure: Dibels Next scores SLT scores</p>

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<p>modifications as needed. The teachers record progress weekly on each of their students. Collaboration with classroom teachers are done weekly to maintain lesson modifications and enhancements.</p> <ul style="list-style-type: none"> • There is 1 MAE class at CCE. These students have 1 certified teacher and 1 para professional. In this classroom students receive one on one and small group instruction. Throughout the day behavior modifications are implemented to guarantee student success. • Mild/Moderate classes are available for our special needs students. There is a certified teacher and 2 para professionals within this class. Instruction is conducted through small groups and one on one. • Pre School Intervention (PEI) is another wonderful program that integrates special needs students within classrooms. There is a certified PreK teacher and 1-2 para professionals within these classrooms. • Blended PreK classrooms provides another avenue for students with special needs to be mainstreamed within classrooms. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> • The school provides a fee based after school program for students. During this time students are given one on one help with homework and school assignments. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: Dibels Next scores SLT scores</p> <hr/> <p>Effectiveness Results:</p>

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Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:

<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a Mental Health Provider (MHP) will work with students 8 hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: MHP reports</p> <hr/> <p>Effectiveness Results:</p>
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Implementation of a schoolwide tiered model to prevent and address problem behavior:

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> The counselor at school provides monthly character lessons for each classroom. She also implements a bully awareness program for classroom teachers to implement. TJ's nest was created for students with at-risk behaviors. This program assigns coaches to students. The coaches meet with students twice daily. Students are encouraged to show positive behavior and are rewarded on a point system. Eagle Buddies is another program that focuses on students that may be struggling with emotional issues. Staff volunteer to buddy up with students. Each buddy meets with his or her student weekly. Every day the administrators provide "shout outs" to students for every day achievements. These achievements include behavior and academics. Students are also rewarded with Golden Tickets. These are given when students show good behavior. The tickets are 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Anti-bullying lessons</p>	<p>Effectiveness Measure: Incident report tracking</p> <hr/> <p>Effectiveness Results:</p>
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<p>then collected and prizes are chosen from the tickets. This is done several times a week.</p> <ul style="list-style-type: none"> • CHAMPs is also incorporated within the classroom and school. Students receive incentives after completing required behavior expectations with this program. • Second Steps is incorporated within the PreK and Kindergarten classrooms. This program works on life skills. First grade will be implementing this program next year. • Behavior Intervention Plans are put into place to help students modify and remediate select behaviors to better integrate within the social structure of the classroom. • Every week the counselor introduces weekly attitude lessons for teachers to integrate within their classroom lessons. • The school has also implemented the program Bystander Revolution. Students are encouraged to support one another to decrease bullying behavior. • Every month our mascot, T.J., creates a good character message for the students. There is a home to school connection activity provided. 				
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Strategies for Assisting Students in the Transition from One School to the Next:

<p>Transition Activities for Incoming and Outgoing Students: Our school provides school tours several times throughout the year. However, most tours coincide with the end of the year for incoming kindergarten students. A part of this tour includes an informational meeting for parents.</p> <p><i>Outgoing:</i> First grade students go on a school tour of our feeder school, Honey Island (grades 2-3). For incoming students a Spring Open House is held. At this time family tours occur and informational meetings for parents. The Honey Island Elem. Administration attends IEPs and observe Special Education students also within the Spring semester. The Cypress Cove Elem. Administration meets with the Honey Island administration on all first grade students.</p>	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Parent handouts</p>	<p>Effectiveness Measure: Informal parental feedback Teacher observation</p> <hr/> <p>Effectiveness Results:</p>
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High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:				
<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> Every week teachers meet for a 40 min. collaboration time. An administrator/s lead this collaboration. During this time teachers analyze classroom SLT data, explore age appropriate lessons, and coordinate guaranteed curriculum endeavors. The meeting results are recorded and reviewed each week. Any information that is gained is shared within grade levels throughout the week. Examples of activities produced from these meetings are guided reading activities, math center activities, and phonics instruction 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Collaboration binder</p>	<p>Effectiveness Measure: Teacher collaboration notes/agenda</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> Learning walks are done within the school twice a year. Teachers observe classroom best practices. Observed teachers are given positive feedback from other teachers and administrators after observations. Teachers also attend workshops during and after school hours. These workshops focus on enhancing student skills in reading and math. New teachers meet once a week to help collaborate and review lessons for the upcoming week. Administrators help the new teachers with school procedures and guaranteed curriculum lessons. Grade level meeting are held quarterly. At these meeting teachers collaborate on future lessons and SLT alignment. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Substitutes as needed</p>	<p>Effectiveness Measure: Teacher observation</p> <hr/> <p>Effectiveness Results:</p>

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<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. • Teacher openings are advertised through the district website. • District leaders attend local college and university teacher recruitment fairs in the fall and spring. • The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites. • Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. • Placement of Student Teachers from local universities • The STAR (Students Teaching And Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools. • District Human Resources Coordinator serves as a speaker on college campuses for different education courses. • District Human Resources Coordinator serves on various College of Education department committees at local universities. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<p align="center"><i>Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:</i></p>				
<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • N/A 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p>

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Coursework to Earn Post-Secondary Credit:</p> <ul style="list-style-type: none"> N/A 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

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, IDEA, and McKinney Vento funds.

Food Services:

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

Special Education:

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

English as a Second Language (ESL):

- Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

21st Century Programs:

- Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.

Headstart Preschool Programs:

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SIP Revision

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State’s annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State’s academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- The SIP committee will meet several times a year. After presenting the material to the faculty, members will monitor data specifically from Dibels Next and SLTs. At the end of the school year members will finalize data analysis, and plan for next year improvements.

Describe how the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:

- During teacher collaboration and grade level meetings data will be analyzed. Teachers will focus on reading and math skills that are showing deficits.

Describe how diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, claims/subclaims, and subgroups:

- Teachers collect weekly assessments to track student achievement. During collaboration student data is discussed and interventions are recommended by administrators and other grade level teachers.

Describe how results of this assessment are reported to the school’s stakeholders:

- Results of test scores are recorded within the SIP. This plan is available upon request at the school. Dibels Next and SLT scores are provided to parents by teachers in conferences 2-3 times a year.