

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Honey Island Elementary



St. Tammany Parish Public Schools

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

Honey Island Elementary

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
Third grade has 67% Benchmark at the beginning of the year, coming in from 2nd grade. Historically, 3rd grade Benchmark scores continue to grow over the years.	The White (85.9) and Three or More Races (81.3) subgroups showed strength in both ELA and Math The Black and ED subgroups also showed significant growth in ELA and Math.
The CRT Assessment Index at 99.2 2013-14 was the highest since 12-13.	The lowest CRT Assessment Index was 90.2 in 2015-2016.
A significant improvement in ELA Index was seen in 2016-17 (101.4) from 2015-16 (84.9) which is an increase of 16.5 points.	A significant decrease in the Social Studies index was seen in 2016-17 (79.3) from 2015-16 (93.6) which is a decrease of 14.3 points.
Third grade has a strength in in ELA index. The highest ELA sub-claim for 3rd grade in 16-17 was in Knowledge and Use of Language Conventions with 60% scoring Mastery and Advanced.	Third grade has a weakness in the Social Studies index.
For the past three of five years, ELA was higher index score compared to the other index scores. (2012-13:97.2; 2014-15:99.6; 2016-17:101.4)	For the past four of five years, Social Studies was the lowest index score. (2012-13:85.5; 2013-14:89.8; 2014-15: 93.6; 2016-17: 79.3)
White Subgroup has been higher in Math and ELA proficiency consistently over the past five years; In 16-17, Math 81.9% and ELA is 85.9%.	LEP is the lowest in Math with a 38.5%. (This is a 22.6% decrease in ELA for LEP). SWD subgroup was the lowest with 43.1%; however, this score has shown an increase of 10% from the previous year.
The Black subgroup in ELA improved by 10.9% from 2012-13 (64.7%) to 2016-17 (75.6%).	The White Subgroup shows a slight decline each year in ELA, however, the White subgroup showed growth in 2016-17. (2012-13 score: 88.3 and dropped 6.4 points over 4 years to a current score of 81.9 in 2016-17)
In Math, the ED subgroup is inconsistent, however, the 2016-17 achievement gap is 9.1% which is a decrease of 13.7% from 2012-13. In ELA the Black subgroup is inconsistent, however, the 2016-17 achievement gap is 10.3% which is a decrease of 14.5% from 2012-13.	The Students with Disabilities subgroup in both Math and ELA shows significant achievement gaps (ELA - White Subgroup - 4.1; 31.6; 41.6; 41.3; 42.0 Math - White Subgroup - 31.4; 25.9; 36.8; 49.3; 40.7).
The White (85.9) and Three or More Races (81.3) subgroups showed strength in both ELA and Math The Black and ED subgroups also showed significant growth in ELA and Math.	The Students with Disabilities subgroup (43.1%) and LEP subgroup (46.2%) perform lower in ELA. The same subgroups are the lowest in Math SWD at 41.2% and LEP at 38.5%.

Honey Island Elementary

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/Sub-claim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, Work Keys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data

GOALS

- ***Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.***
- ***Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis***

1. From spring 2017 to spring 2018, the students in the subgroups *Students with Disabilities* and *LEP* for the whole school will increase their *Assessment Index* score by at least 9 points.

Students with Disabilities- 41.6 to 50.6

LEP- 42 to 51

2. From spring 2017 to spring 2018, students in 3rd grade for the whole school will increase their *Assessment Index* score by at least 10 points in Social Studies from 79.3 to 89.3.

3. From fall 2017 to spring 2018, the percentage of students in 2-3 grades who are at *Well Above Benchmark* on the DIBELS Next Assessment will increase by 10 %.

3rd grade- 44% to 54%

2nd grade- 45% to 55%

4.

5.

Honey Island Elementary

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"> • Website/Comment Feedback Button- SIP plan will be available on website with opportunity for parents to comment/give input on SIP. • SIP Available at Front Office- Comments cards available. • Monthly Refrigerator Reminder-Sent home monthly with reminders about events and meeting dates. • PTA Meeting-Parent Teacher Association meetings held monthly to discuss many issues including the school’s SIP plan and implementation. • Open House-Fall meeting with parents to discuss standards, curriculum, grade level expectations, classroom routines and procedures, and upcoming events. Parents may also review the SIP plan at this time. • Meet and Greet- Parents and students are invited to meet their teacher before the first day of school, deliver their supplies, and acclimate themselves to the school and classroom. Parents may also review the SIP plan at this time. 	<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: Paper for Publications</p>	<p>Effectiveness Measure: Parent Survey, Parent Sign In Sheets, Comment Cards, Emails</p> <hr/> <p>Effectiveness Results:</p>

Honey Island Elementary

<ul style="list-style-type: none"> • IEPs-Parents of students with disabilities participate in creating an Individual Education Plan for their child. Parents may also review the SIP plan at this time. • SAT Meetings-Student Assistance Team meets weekly with parents of at-risk students to discuss how students are progressing and additional supports needed to attain academic and behavioral success at school. Parents may also review the SIP plan at this time. • Parent Survey in Spring-Parent input is invited to give input on many issues including the school’s SIP plan and implementation. 				
<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"> • PTA Board Meetings-The elected board members of the Parent Teacher Association meets regularly to discuss many issues including the school’s SIP plan and implementation. • PTA Meetings- Parent Teacher Association meetings held monthly to discuss many issues including the school’s SIP plan and implementation. All parents are invited to attend. • Teacher/Parent Conferences- Parents are invited to school to meet with the teacher and other school personnel to discuss their student’s progress at school. • SAT Meetings- Student Assistance Team meets weekly with parents of at-risk students to discuss how students are progressing and additional supports needed to attain academic and behavioral success at school. • IEP Meetings- Parents of students with disabilities participate in creating an Individual Education Plan for their child. • Open House- Fall meeting with parents to discuss standards, curriculum, grade level expectations, classroom routines and procedures, and upcoming events. 	<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: Paper for Publications</p>	<p>Effectiveness Measure: Parent Survey, Parent Sign In Sheets, Comments Cards, Emails</p> <hr/> <p>Effectiveness Results:</p>

Honey Island Elementary

<ul style="list-style-type: none"> Meet and Greet- Parents and students are invited to meet their teacher before the first day of school, deliver their supplies, and acclimate themselves to the school and classroom. 				
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> Robo-Calls-The school administration notifies parents of information by using a message sent via our automated call system. Weekly Teacher Newsletters- Teachers communicate information by using a Weekly Newsletter sent home each week with the student. Monthly School Newsletters- The school administration communicates information to parents by using a Monthly School Newsletter sent home each month with the student. Student Progress Center (JPams)- Parents can log into JPams to check student’s grades, missed assignments, and absences. Also, parents can see any alerts sent regarding the student’s progress. School Website- Parents can check the School Website for information about teachers, curriculum, upcoming events, school initiatives, and behavior goals. Weekly Graded Work Folders- Teachers send home graded work, notes, and reminders in a Weekly Graded Work Folder on Wednesday of each week. Meet and Greet- Parents and students are invited to meet their teacher before the first day of school, deliver their supplies, and acclimate themselves to the school and classroom. Open House- Fall meeting with parents to discuss standards, curriculum, grade level expectations, 	<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: Paper for Publications, Pocket Folders</p>	<p>Effectiveness Measure: Parent Survey, Parent Sign In Sheets, Comment Cards, Emails</p> <hr/> <p>Effectiveness Results:</p>

Honey Island Elementary

<p>classroom routines and procedures, and upcoming events.</p> <ul style="list-style-type: none"> PTA Meetings- Parent Teacher Association meetings held monthly to discuss many issues. 				
<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: Paper for Publications</p>	<p>Effectiveness Measure: Parent Survey, Parent Sign In Sheets, Comment Cards, Emails</p> <hr/> <p>Effectiveness Results:</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. 	<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: Copies of SIP Plan</p>	<p>Effectiveness Measure: Parent Surveys, Parent Sign In Sheets, Comment Cards, Email</p> <hr/> <p>Effectiveness Results:</p>

Honey Island Elementary

<ul style="list-style-type: none"> 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>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>				
<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Meet and Greet-Annual Review of State Standards, School Site Assessments, and <i>Monitoring Your Child's Progress</i> are reviewed and Parental Folder of resources sent home. 	<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: Folders with Resources</p>	<p>Effectiveness Measure: Parent Surveys, Sign In Sheets</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Open House-Parents attend to receives overview of State Standards, State, District, and School assessments, and <i>Monitoring Child's Progress</i>. 	<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	<p>Items Needed: PowerPoints, Copies</p>	<p>Effectiveness Measure: Parent Surveys, Sign In Sheets</p>

Honey Island Elementary

		<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		Effectiveness Results:
Parent Family Engagement Activity 3: <ul style="list-style-type: none"> Mid-Year Parent Information Meeting- share and review student progress in DIBELS, social studies standards, and 2nd semester goals in these areas. 	Goal(s): 1, 2, 3	Budgets used to support this activity: <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	Items Needed: Handouts	Effectiveness Measure: Parent Surveys, Sign In Sheets <hr/> Effectiveness Results:

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"> • Social Studies (Goal 2)- The use of LDOE 3rd grade Social Studies Curriculum, Instructional Tasks, Item Sets, and LDOE Guidebook 2.0 Louisiana Purchase Unit and Cajun Folktales Units. Also, 2nd grade’s use of St. Tammany Parish Guaranteed Curriculum. • Class Size Reduction Teacher (all)- Reduces class size for all classes in 3rd grade. • Brainpopjr.com (all)- Engaging video aligned with curriculum topics. • Mobymax.com (all)- Individualized/computer based evidenced based instruction aligned to standards. • Reading Fluency/Comprehension (Goal 3)- Weekly Fluency Practice which involves repeated readings at home and in-class. • LDOE Guidebooks 2.0- (Goal 3) Rigorous ELA curriculum aligned to the standards. • RAP Strategy (Goal 3) Comprehension strategy for providing textual evidence when answering comprehension question using Restate, Answer, and Prove. 	<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 checked="" 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: Guidebooks Resources, Text Sets, Social Studies Resources, Brainpopjr.com and Mobymax.com subscriptions</p>	<p>Effectiveness Measure: DIBELs Data, Leap 2025 End of Year Assessment, Weekly Assessment</p> <hr/> <p>Effectiveness Results:</p>

Honey Island Elementary

<ul style="list-style-type: none"> • KAGAN Structures- structures that help to ensure high level of student engagement, student collaboration, and student accountability. 				
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Leap 2025 • DIBELS • Weekly Assessments • State Guidebook Assessments • SLTs 	<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 checked="" 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: DIBELS Data, Leap 2025 End of Year Assessment, Weekly Assessment</p> <hr/> <p>Effectiveness Results:</p>
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <p><i>DIBELS and teacher observation is used to identify students for intervention and acceleration.</i></p> <ul style="list-style-type: none"> • Project READ- evidenced based intervention program using targeted multi-sensory phonics activities and direct instruction. • Fast Forward- evidenced based language and reading online intervention program • Parent Volunteers- Parent volunteers practice reading fluency with students. • High School Interns- High school students from North Shore High School practice reading fluency with students. • Moby Max- Standards-based assessment online tool. 	<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 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: DIBELS Data, Leap 2025 End of Year Assessment, Weekly Assessment</p> <hr/> <p>Effectiveness Results:</p>

Honey Island Elementary

<ul style="list-style-type: none"> • Acceleration Learning LAB- students are engaged in developing critical thinking and reasoning skills. • Reading Fluency Practice (Repeated Readings)- students engage in repeated readings both in class and at home to increase accuracy and reading rate. 				
<p>Opportunities and Interventions for Students in Need:</p> <p><i>DIBELs and teacher observation is used to identify students for intervention and acceleration.</i></p> <ul style="list-style-type: none"> • Project READ- evidenced based intervention program using targeted multi-sensory phonics activities and direct instruction. • Fast Forward- evidenced based language and reading online intervention program • Parent Volunteers- Parent volunteers practice reading fluency with students. • High School Interns- High school students from North Shore High School practice reading fluency with students. • Moby Max- Standards-based assessment online tool. • Acceleration Learning LAB- students are engaged in developing critical thinking and reasoning skills. • Reading Fluency Practice (Repeated Readings)- students engage in repeated readings both in class and at home to increase accuracy and reading rate. 	<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 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: School Site licenses for Moby Max, Fast Forward</p>	<p>Effectiveness Measure: DIBELs Data, Leap 2025 End of Year Assessment, Weekly Assessment</p> <hr/> <p>Effectiveness Results:</p>
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <p>Through teacher observation and data analysis students are referred to :</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 checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Intervention Resources</p>	<p>Effectiveness Measure: Short Term Assessment, Data Collection from Interventions, DIBELs, Leap 2025</p>

Honey Island Elementary

<ul style="list-style-type: none"> • TAT- Teacher Assistance Team where interventions are developed and implemented by teachers. • SAT Process- Student Assistance Team – Intervention data is shared and decisions are made regarding recommended evaluations or additional interventions. • IEP Process- Goals are revisited, decisions for more restrictive environment and/or reevaluation 		<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		Effectiveness Results:
<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. • Full-Time LEP Tutor- tutors outside of classroom with teacher collaboration; monitors fast-forward participation and growth. 	Goal(s): 1,2,3	Budgets used to support this activity: <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	Items Needed: LEP Tutor	Effectiveness Measure: Short Term Assessment, Data Collection from Interventions, DIBELs, Leap 2025 <hr/> Effectiveness Results:
<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"> • MAE- Management and Alternative Education Class- supports students with behavior needs • Range of Special Education Classes- Reduced Numbers Class, Moderate, Resource, Gifted • ESL Services 	Goal(s): 1,2,3	Budgets used to support this activity: <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 checked="" type="checkbox"/> Title III	Items Needed: Special Education Teachers and Paras, LEP Tutor	Effectiveness Measure: Short Term Assessment, Data Collection from Interventions, DIBELs, Leap 2025

Honey Island Elementary

		<input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results:
Extended Learning Opportunities (within and beyond the school day and the school year): <ul style="list-style-type: none"> Accelerated Learning Labs Guests Speakers addressing content standards In-house Field Trips addressing content standards KIT Tutoring- tutoring for Kids in Transition 	Goal(s): 1, 2, 3	Budgets used to support this activity: <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 checked="" type="checkbox"/> Other 	Items Needed: KIT Tutor	Effectiveness Measure: Short Term Assessment, Data Collection from Interventions, DIBELs, Leap 2025 <hr/> Effectiveness Results:
<i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:</i>				
Mental Health Provider Services: <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 <u>12</u> 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. 	Goal(s): 1, 2, 3	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"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA 	Items Needed: MHP	Effectiveness Measure: Outcome Measures for MHPs Chart

Honey Island Elementary

<p>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>		<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>
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"> • Ongoing implementation of FISH Philosophy as school wide guidelines-Be There, Choose Your Attitude, Make Someone's Day, Have Fun • Implementation of CHAMPS behavior program throughout the school in all areas of the school. • Teachers may refer students to the Tier 2 Structure- SWIM Team- where students have a one to one mentor to encourage and give feedback regarding behavior. • Monthly PBIS Meetings- Behavior data is shared to determine a monthly behavior goal. • School-wide and classroom positive behavior structure in place- CHAMPOs, Buzz Bucks, Honey Hive Store • Guidance Counselor- Individual, small group, and classroom guidance instruction 	<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 checked="" type="checkbox"/> Other	<p>Items Needed: Honey Hive Rewards Buzz Buck Incentives</p>	<p>Effectiveness Measure: Decrease in number of Behavior Reflections per month, Increase in number of CHAMPOs, surveys- students, teachers, parents</p> <hr/> <p>Effectiveness Results:</p>
Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • Incoming- Spring Tour of Campus • Back to School Meet and Greet • Administrators Across Schools meet to discuss incoming students, as well as behavior and academic needs 	<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	<p>Items Needed:</p>	<p>Effectiveness Measure: Parent Surveys</p>

Honey Island Elementary

<ul style="list-style-type: none"> • Outgoing-Spring Presentation by Middle School Administrative Team • Administrators Across Schools meet to discuss outgoing students, as well as behavior and academic needs 		<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		Effectiveness Results:
<i>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:</i>				
Professional Learning Communities (PLCs): <ul style="list-style-type: none"> • Meet quarterly by small-group grade levels • Teacher Leaders meet with administrative team to review data and plan focus for meetings • Each meeting consist of data analysis and curriculum focused planning 	Goal(s): 1, 2, 3	Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input checked="" 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	Items Needed: Substitutes Curriculum Resources	Effectiveness Measure: DIBELs, Leap 2025, Weekly Assessments <hr/> Effectiveness Results:
Other Professional Development: <ul style="list-style-type: none"> • 1, 2, 3 Team Meeting for teachers new to HIE • Articulation Team Meetings- grade level teams of 4 to 5 teachers who share common planning meet weekly for collaboration 	Goal(s): 1,2, 3	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4	Items Needed: Substitutes Write Steps Curriculum	Effectiveness Measure: DIBELs, Leap 2025, Weekly Assessment

Honey Island Elementary

<ul style="list-style-type: none"> • Write Steps Training for 2nd Grade Teachers- new writing curriculum. • Buddy School 2nd Grade Collaboration Meetings- teachers from three local schools meet for monthly collaboration • District Training for DIBELS, Project Read, ESL, Guidebooks 		<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		Effectiveness Results:
<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. 	Goal(s): 1, 2, 3	Budgets used to support this activity: <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	Items Needed:	<p>Effectiveness Measure:</p> <p>DIBELS, LEAP 2025, Weekly Assessments</p> <hr/> <p>Effectiveness Results:</p>

Honey Island Elementary

Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:

<p>Career and Technical Education Programs: N/A</p>	<p>Goal(s):</p>	<p>Budgets used to support this activity: <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:</p> <hr/> <p>Effectiveness Results:</p>
<p>Coursework to Earn Post-Secondary Credit: N/A</p>	<p>Goal(s):</p>	<p>Budgets used to support this activity: <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:</p> <hr/> <p>Effectiveness Results:</p>

Honey Island Elementary

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.

Head Start Preschool Programs:

- Head Start 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:

- SIP team meets in spring of previous year to analyze data on hand and plan for upcoming year. The team meets quarterly throughout the year to gage effectiveness of SIP plan.

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:

- Parent, Student, and Teacher surveys are reviewed in the spring and used to plan for the new school year.
- DIBELs scores are reviewed prior to school starting and after each testing cycle.
- LEAP scores are analyzed as they come in.
- SLTs data is reviewed at beginning, middle, and end of the year.
- School Improvement Data Analysis is reviewed and aggregated at fall district meeting.

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/sub-claims, and subgroups:

- The following data is used:
DIBELs, SLT, LEAP, Weekly Assessments, and Observational
- LEAP sub-claim data is analyzed to help gain specific focus needs
- Weekly Fluency Assessments are monitored for students group and provide students with intervention support.

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

- Parent Newsletters
- Open House
- PTA Meetings
- Website