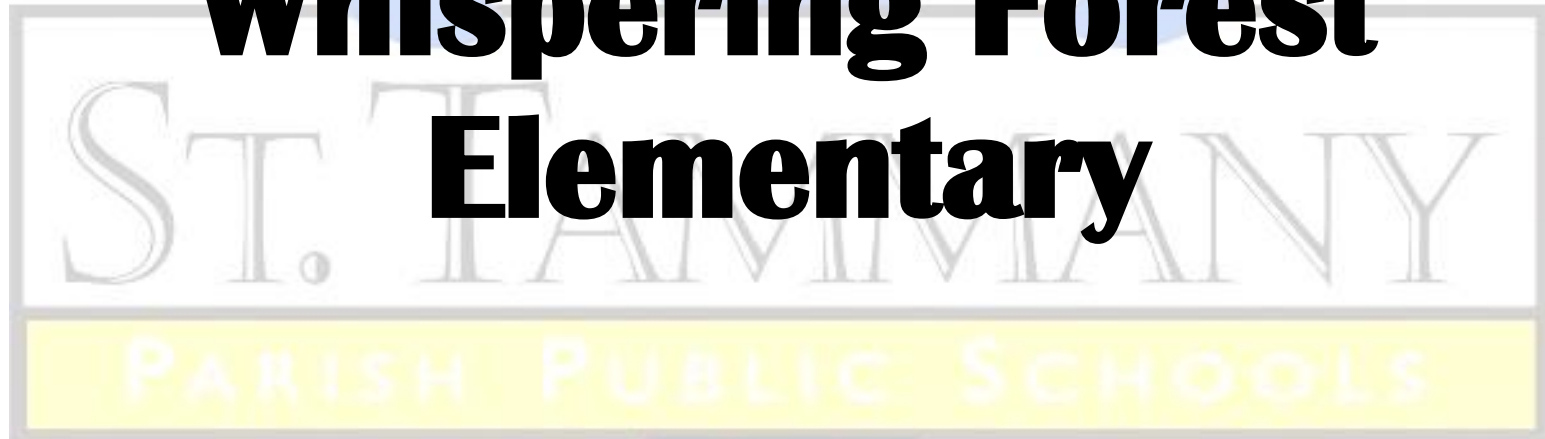


**2017-2018
SCHOOL IMPROVEMENT PLAN**

**Whispering Forest
Elementary**



St. Tammany Parish Public Schools

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

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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
<p>Kindergarten has had the highest Benchmark percentages at 77% and 72% in Spring of 2016 and Spring of 2017 respectively, as measured by DIBELS. Kindergarten has steadily increased their percentage of Benchmark from Fall to Spring over the past 3 years.</p>	<p>First grade has the lowest percentage of students scoring Benchmark for two in 2016-2017 with 61%.</p>
<p>The highest CRT Assessment Index score was 101.2 in 2014-2015.</p>	<p>The lowest CRT Assessment Index score was 86.7 in 2016-2017.</p>
<p>The SPS has declined steadily since 14-15, with a decline of 14.5 points, from 101.2 in 14-15 to 86.7 in 16-17. The only index that showed improvement in 16-17 was ELA Index which improved by 2.6 points. The highest average index area over the past five years is in Math with an average index of 103.7.</p>	<p>The SPS has declined steadily since 14-15, with a decline of 14.5 points, from 101.2 in 14-15 to 86.7 in 16-17. All CRT Index areas have declined over the past 3 to 5 years; ELA declined by 12.4 since 12-13; Math declined by 11.0 since 13-14, Science declined by 9.4 since 14-15, and Social Studies declined by 35.9 since 14-15. The lowest average index area over the past five years is in Social Studies at 90.3.</p>
<p>Math is a potential strength. Specifically, Major Content at 82% proficient, which is mainly Type I questions. (We need to focus more on Type II and III questioning techniques.) Strongest ELA subclaims are Literary Text at 78% and Knowledge & Use of Language Conventions at 78% proficient.</p>	<p>Our potential weakness is Written Expression at 55% proficient, which is a component of all subject areas and is affecting scores not only in ELA, but also Math and Social Studies. The lowest Math subclaim is Expressing Mathematical Reasoning at 67% proficient.</p>
<p>The Math Index is a potential subject area strength as evidenced by the highest index scores for the past five years, averaging 103.7. Major Content has been the highest subclaim in Math at 82% proficiency.</p>	<p>The ELA Index is a potential subject area weakness as evidenced by lowest index scores for 3 of the past 5 years, averaging 91.8 index points. Written Expression has been the lowest subclaim in ELA at 55% proficiency, which is also affecting scores in other subject areas.</p>
<p>In ELA the past 3 years, the White subgroup has been the highest performing subgroup by at least 0.7%. The White subgroup has also been the highest performing subgroup in Math for 2 of the past 3 years.</p>	<p>Students with Disabilities has been the lowest performing subgroup in both ELA and Math for the past 5 years by at least 5%; ELA by at least 12% in Math.</p>
<p>Students with Disabilities has not dramatically decreased compared to the rest of the subgroups compared from 2013-2017. Students with Disabilities have only decreased by 4.5%.</p>	<p>The White subgroup has declined by 13% over the past 5 years in ELA, and has also declined in Math by 6% since 13-14 (3 year decline). The Economically Disadvantaged subgroup has declined in ELA by 12.3% over the past 5 years, and has also declined in Math by 15.9% since 14-15 (2 year decline).</p>

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<p>In ELA, the Black achievement gap has decreased over the past 2 years by 8.3% compare to the White subgroup. Also, the SWD subgroup achievement gaps have decreased in ELA by 8.5% and in Math by 6.2% over the past 5 years since 12-13.</p>	<p>In ELA, the Economically Disadvantaged achievement gap has increased by 2% over the past 3 years compared to the White subgroup. In Math, Economically Disadvantaged achievement gap has increased by 14% over 2 years compared to the White subgroup.</p>
<p>The Math proficiency scores are consistently higher over the past four years. Math proficiency scores over the past four years have averaged for Whole School at 87.5%, Black at 78%, White at 90.3%, ED at 82.7%, and SWD at 64.7%.</p>	<p>The ELA proficiency scores are consistently lower over the past four years. ELA proficiency scores over the past four years have average for Whole School at 61.7%, Black at 75.2%, White at 78.8%, ED at 74.2%, and SWD at 51%.</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

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 subgroup Students with Disabilities for the Whole School will increase their Assessment Index score by at least 13 points from a 57.0 to a 70.0 on LEAP 2025.
2. From Spring 2017 to Spring 2018 third grade students will increase proficiency in Written Expression by at least 15% from 55% to 70% on LEAP 2025.
3. Second grade students will increase reading achievement by increasing the percentage of students scoring At or Above Benchmark on DIBELS Next by at least 3% from 82% (Fall 2017) to 85% (Spring 2018).
4. From Spring 2017 to Spring 2018 third grade students will increase proficiency in Math Assessment Index by at least 8 points from an 82.0 to a 90.0 on LEAP 2025.

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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"> • School improvement is discussed at monthly PTA Board meetings – third Wednesday of every month • Needs Assessment meeting (10/19/2017) – thoroughly go over data analysis to seek out strengths and weaknesses that are trending. This data is used at following SIP meetings, budget meetings, and PFE meetings to ensure that all monies and activities are goal-driven and are supported by the current data. • SIP Meetings (10/30/2017, 11/08/2017, 11/28/2017) – use data analysis to write the School Improvement Plan. Our committee involves administration, two parents, and two teachers. We all work on each part together so everyone is on the same page and is thoroughly versed in our school’s goals and improvement plan. • PFE Activities are held throughout the year and are all aligned to our SIP. Parents are educated at these events so that they are more able to help their students meet individual goals, which will help with our overall school goals. These events are evaluated by exit tickets as well 	<p>Goal(s):</p> <p>1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <p><input checked="" 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>None</p>	<p>Effectiveness Measure:</p> <p>Title I Parent Surveys</p> <p>PFE Exit Tickets</p> <hr/> <p>Effectiveness Results:</p>

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<p>as the Spring Surveys. Results are shared at the next year's Open House.</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"> • School decisions are discussed at monthly PTA Board meetings (third Wednesday of each month). The administrative team is in attendance at each meeting. Ideas are presented and board members are asked/encouraged to give input and/or ideas about upcoming events. We also discuss previous events and ask if for ways to improve. • SAT Meetings – these meetings are held weekly and parents are invited to attend. Our parents usually attend and are a part of the conversation. The team ensures that parents have a say in the intervention plan and are aware of the next steps in the process. • IEP Meetings – these meetings are held throughout the year as needed. Parents are invited to come and be part of the conversation and plan. Parent input is necessary and concerns are always addressed. • LRE Meetings – these meetings are held throughout the year as needed. Parents are invited to come and be part of the conversation and plan. Parent input is necessary and concerns are always addressed. 	<p>Goal(s): 1, 2, 3, 4</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: None</p>	<p>Effectiveness Measure: Title I Parent Surveys</p> <hr/> <p>Effectiveness Results:</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"> • Parents are informed of school information, decisions, and plans at PTA Meetings and Title I PFE events 	<p>Goal(s): 1, 2, 3, 4</p>	<p>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"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Paper Websites</p>	<p>Effectiveness Measure: Title I Parent Surveys</p>

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<ul style="list-style-type: none"> • Robocalls – used throughout the year as necessary to inform parents of upcoming events and/or news • JPAMS – used by all teachers to input grades for parents to have access to them all year • Teacher websites – updated weekly by all teachers and includes district, school, and classroom events; this tool is also used to inform parents of assignments and tests • Parent newsletters – a monthly sheet of school and district events • School website – updated weekly with upcoming events and information related to the school and district • Parent Family Engagement events always include information about the SIP/Title I Plan, as well as strategies parents can use with their students at home to increase student success 		<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:
LA Act 436 Requirements: <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. 	Goal(s): 1, 2, 3, 4	Budgets used to support this activity: <input checked="" 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	Items Needed: None	Effectiveness Measure: Title I Parent Survey <hr/> Effectiveness Results:
Translation Services: <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>) 	Goal(s): 1, 2, 3, 4	Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	Items Needed: None	Effectiveness Measure: Title I Parent Survey

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<ul style="list-style-type: none"> 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. International Parent Committee is available to verbally translate school information and events to parents. 		<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><i>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.</i></p>				
<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> HELP! with Homework – Parents learn how to tackle common homework problems. They will get step-by-step solutions to incorporate into the daily homework routine. Huntington Learning Center provides pamphlets and strategies for parents to implement. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input checked="" 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>Paper</p> <p>Huntington Learning Center Pamphlets</p>	<p>Effectiveness Measure:</p> <p>Exit Tickets</p> <p>Title I Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Home-School Technology Integration – Parents learn about the different technology tools available to their students both at home and at school. They learn how to access student information and curriculum in order to better work with students at home. 	<p>Goal(s):</p> <p>3, 4</p>	<p>Budgets used to support this activity:</p> <p><input checked="" 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>Ticket to Read Moby Max JPAMS Paper Teacher Stipend</p>	<p>Effectiveness Measure:</p> <p>Exit Tickets Title I Parent Surveys</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> The Power of Assessments – Parents get information about upcoming assessments their students will take. They will have a Q&A Session where misconceptions can be clarified. 	<p>Goal(s):</p> <p>1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <p><input checked="" 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>Teacher Stipend</p>	<p>Effectiveness Measure:</p> <p>Exit Tickets Title I Parent Surveys</p> <hr/> <p>Effectiveness Results:</p>

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"> • Guidebooks 2.0 – 3rd grade <i>Because of Winn Dixie</i> in the third 9 weeks • Guaranteed Curriculum – standards-based curriculum provided by the district • Instructional Aide – 2nd grade support for at-risk students • Tutors – 1st and 2nd grade tutor to support phonics instruction; these tutors push-in and work with a small group of students on phonics skills specifically • STEM Stations – workstations to support the new Science standards for grades K-3 • Additional Math Resources – Great Minds resource to teach more concrete math strategies to students in grades K-3 • RAPS – (Restate – Answer – Prove – Sum It Up) writing strategy for support for students in grades K-3 to be able to better explain their thinking and expression • Ticket to Read – internet based reading program to improve phonics, reading fluency, and comprehension based on individual student level (PK-3rd grades); students are to use this program for 20 minutes per day, at least 4 days per week 	<p>1, 2, 3, 4</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 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> <ul style="list-style-type: none"> STEM Stations Salaries and Benefits for tutors and instructional aide Guidebook 2.0 Adaptive Novels Great Minds resources Ticket to Read BrainPop, Jr Moby Max 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> LEAP 2025 Math SLTs ELA SLTs <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • BrainPop, Jr. – internet based curriculum support in Science and Math for students to have a multi-media learning experience • Moby Max – internet based intervention for students in grades K-3 to support Math needs • Read, Draw, Write – a strategy used for solving math problems and providing a model to support their answer (Grades 2 & 3) • Phonics Instruction – 2nd grade has revamped their spelling instruction to focus on a more phonics-based multi-sensory approach • Instructional Aide – 2nd grade support so teachers can have intense small group instruction to help the SWD subgroup. The aide will work with Strategic students while the classroom teacher works with the Intensive/SWD group. • Adaptive Novels – 3rd grade resource to instruct the SWD subgroup on their level while exposing them to the general curriculum 				
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • DIBELS – phonemic awareness assessment used three times throughout the year in grades K-3; data is used to form reading instruction groups and to instruct students on their level • Student Learning Targets – Math and ELA assessment used three times throughout the year in grades PK-3; data is used to measure student growth and how to effectively plan for future learning • Weekly Assessments – used in grades PK-3 to assess what information students have mastered and what standards need to be retaught • LEAP 2025 – 3rd grade assessment in the Spring; this assesses ELA, Math, Science, and Social Studies. It is based on 3rd grade Louisiana State Standards • Phonics Benchmark Assessments – 2nd grade assessment to see if students have mastered the current skill and are ready to move on to the next skill; this assessment is 	<p>Goal(s): 1, 2, 3, 4</p>	<p>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"/> 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>Phonics Benchmark Assessments</p> <p>Instructional Coach</p>	<p>Effectiveness Measure:</p> <p>DIBELS Spring Measure</p> <p>Math SLT</p> <p>ELA SLT</p> <p>LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>

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<p>roughly given once every 6 weeks; our instructional coach, Jill Green is involved with the planning, implementation, and assessment of this program</p> <ul style="list-style-type: none"> • Desired Results Development Profile (DRDP) (K) – assessment used in Kindergarten to identify and address student developmental progress and learning style • TS Gold (PreK) – an observation-based assessment tool used in PreK throughout the year that is updated weekly; it shows student growth throughout the year • Curriculum Based Assessments – assessment used in special education across all grade levels to see where the student is functioning in the regular curriculum; these assessments are given as needed throughout the year 				
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • DIBELS data – used to determine students who need additional phonics and fluency support; Strategic and Intensive students are grouped by weakness and placed in an intervention group to focus on the specific need • SLT data (ELA and Math) – used to determine which students are ready for core instruction and those who are in need of additional intervention • Weekly Assessments – used to progress monitor and regroup students as needed • Student Assistance Team – used for students who are not successful with core instruction or school-wide intervention programs • Phonics Benchmark Assessment – used to determine which students are ready to move on to the next skill and those who are still in need of current intervention; our instructional coach, Jill Green, helped to develop these assessments and is working with the teachers to analyze and plan from these assessments 	<p>Goal(s):</p> <p>1, 2, 3, 4</p>	<p>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"/> 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>Phonics Benchmark Assessment</p> <p>Instructional Coach</p>	<p>Effectiveness Measure:</p> <p>DIBELS Spring Measure</p> <p>ELA SLT</p> <p>Math SLT</p> <p>LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>

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<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> Phonics Intervention – second grade students were assessed using the Fall DIBELS measure and a phonics assessment (Words Their Way Spelling Inventory). Students were grouped based on weaknesses and placed in a group to focus on those specific phonics needs. Groups will change as students are assessed and show growth and/or need for additional intervention. All second grade teachers, our instructional aide, and our two tutors are implementing this program. Students will receive this intervention four days per week, for 30 minutes each day. They will be assessed on Fridays. Our instructional coach is very involved with this intervention – from planning, implementing, and assessing students as well as the program itself. 1st and 2nd Grade Tutors – students were assessed using the Fall DIBELS measure and Student Learning Targets. Those scoring in the strategic range were placed with the tutor to focus on area(s) of weakness in both Math and ELA. This is a push-in program and the teachers give the tutors the intervention that they are to be focusing on which correlates with the curriculum. The tutors are in each classroom for 40 minutes per day, four days a week. 2nd Grade Instructional Aide – push-in core curriculum support for students scoring strategic based on the Fall DIBELS measure, beginning of the year ELA and Math SLTs. Florida Center for Reading Research – intervention used for students going through the SAT process that are struggling in ELA. Fast Forward – daily intervention used for students who require assistance with processing, recall, and overall language weaknesses for grades K-3; these interventions are done during stations/small group instruction and are teacher-directed for 4 days/week, 15-20 minutes per day. Grades 1-3 have both co-teaching and inclusion model classrooms. This structure allows for students with 	<p>Goal(s):</p> <p>2, 3</p>	<p>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"/> 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>Instructional Coach</p> <p>Salaries and benefits for tutors and instructional aide</p> <p>FCRR</p> <p>Fast Forward</p>	<p>Effectiveness Measure:</p> <p>Spring DIBELS Measure</p> <p>ELA SLT</p> <p>Math SLT</p> <hr/> <p>Effectiveness Results:</p>
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<p>disabilities to be exposed to the general curriculum while receiving the tiered support they need. There is also para support in the resource classroom as well as the co-teaching and the inclusion classrooms.</p>				
<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"> Student Assistance Team – TRT, PAS, Counselor, SLP, Assistant Principal, Teacher, Parent. Meet weekly on students to design interventions to monitor and track student progress. Make decision(s) based on hard data to determine if an evaluation is necessary in order to support the student as needed. 	<p>Goal(s): 1, 2, 3, 4</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: None</p>	<p>Effectiveness Measure:</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. 	<p>Goal(s): 2, 3, 4</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: ESL Para</p>	<p>Effectiveness Measure: ELPT</p> <hr/> <p>Effectiveness Results:</p>

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<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"> • Title I – supplemental funds to support all students in their area(s) of need. This includes human, program, and internet based strategies. • ESL – an ESL para, Carrie Reeves, who pushes-in to classrooms two times per week to support students who qualify as English as Second Language Learners. • SpEd – includes resource, inclusion, co-teaching, blended, and RNC models. Students who are functioning closer to grade level are selected for the co-teaching model; those who need more support are placed in the inclusion model classrooms. 	<p>Goal(s):</p> <p>1, 2, 3, 4</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 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:</p>	<p>Effectiveness Measure:</p> <p>Math SLT</p> <p>ELA SLT</p> <p>LEAP 2025</p> <p>ELPT</p> <p>Title I Parent Survey</p> <hr/> <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"> • Extended School Year – students have to qualify through special education assessment, including observation, for this program. • Kids in Transition Tutoring – after school tutoring for students who are in transition and are struggling academically. • Enrichment Program – after school enrichment for third grade students who are just below Mastery to bump them into the next achievement category. 	<p>Goal(s):</p> <p>1, 2, 4</p>	<p>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"/> 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 checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Salaries and benefits for after school tutors</p>	<p>Effectiveness Measure:</p> <p>LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>

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<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>				
<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 20 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):</p> <p>1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <p><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>	<p>Items Needed:</p> <p>MHP salaries and benefits</p>	<p>Effectiveness Measure:</p> <p>JPAMS Discipline Data Report Card Grades MHP Data Tracking Chart</p> <hr/> <p>Effectiveness Results:</p>
<i>Implementation of a schoolwide tiered model to prevent and address problem behavior:</i>				
<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> School-wide PBIS program – program used to encourage positive behavior. There are opportunities for students to earn “Whispers” that students can use to earn privileges/prizes such as popcorn, Friendship Wednesday, shout-outs, candy, etc. Grade levels also implemented Reward-Reflection Recess on Friday afternoons. Individual classroom behavior management plans – teachers use a strategic behavior system that works in their classrooms for their students. Behavior Intervention Plans – students struggling both academically and behaviorally may need a BIP implemented. This is a more intensive plan that involves parent, student, and teacher interviews, as well as an IEP/SAT team, observations, and charted data. Check-In Check-Out – students who continue to struggle and are experiencing additional difficulties outside of the school setting may receive additional support. The CICO 	<p>Goal(s):</p> <p>1, 2, 3, 4</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 checked="" type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Paper for Whispers Popcorn Candy</p>	<p>Effectiveness Measure:</p> <p>JPAMS Discipline Data</p> <hr/> <p>Effectiveness Results:</p>

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<p>sponsor offers encouragement and whatever the student needs to have successful days (pencils, homework help, incentives, etc.).</p>				
<p>Strategies for Assisting Students in the Transition from One School to the Next:</p>				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> Incoming students – the TRT tours families who are interested in coming to Whispering Forest. We also have a yearly Meet and Greet where parents and students can come to the school to meet that year’s teacher and become acquainted with the classroom. Outgoing students – students who are leaving school before the end of the year are checked out through the Library, Cafeteria, and the TRT (textbooks). Third grade students have the opportunity to tour Clearwood Junior High (feeder school) at the end of the year. They get to meet the teachers and see the structure of the school. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>School buses</p>	<p>Effectiveness Measure:</p> <p>Title I Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>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>				
<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> Weekly PLCs are grade-level specific. Teachers meet every Monday morning for 30 minutes to discuss the core curriculum for the week; focus is on phonics and writing instruction. 	<p>Goal(s):</p> <p>2, 3, 4</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p>	<p>Items Needed:</p> <p>Substitutes</p>	<p>Effectiveness Measure:</p> <p>Math SLT</p> <p>ELA SLT</p>

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<ul style="list-style-type: none"> Monthly PLCs are grade level specific. PreK, K, and 3rd grade meet the first Wednesday of September, October, November, January, February, and March. 1st and 2nd grades meet the first Tuesday of those same months. Each grade level meets for 3 hours. The PLC focus for PreK, K, 1st, and 2nd grades is phonics instruction and assessment. The focus for 3rd grade is Guidebooks 2.0. All grades are focusing on RAPS, and Great Minds math strategies. 		<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>Other Professional Development:</p> <ul style="list-style-type: none"> PreK Coaches Instructional Coach – implementation of phonics intervention in second grade; focus on RAPS writing strategy for all grade levels. She provides professional development during monthly PLCs, and she models lessons in the classrooms. Optional District Provided PD 	<p>Goal(s):</p> <p>1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input checked="" 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>Instructional Coach</p>	<p>Effectiveness Measure:</p> <p>CLASS Observations</p> <p>DIBELS Spring Measure</p>
<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. 	<p>Goal(s):</p> <p>1, 2, 3, 4</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	<p>Items Needed:</p> <p>None</p>	<p>Effectiveness Measure:</p>

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<ul style="list-style-type: none"> • 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. 		<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>
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Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:

<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> <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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Coursework to Earn Post-Secondary Credit: <ul style="list-style-type: none"> N/A 	Goal(s):	Budgets used to support this activity: <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 	Items Needed:	Effectiveness Measure: <hr/> Effectiveness Results:
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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 meets on an “as need” basis throughout the year, in addition to our quarterly meetings. Meetings are held after school. We look at the previous year’s data to determine if and how programs are going to be used. Once we decide to use a program, we meet once it has been implemented to monitor its effectiveness, ease of use, and frequency of use. Evaluation of programs is done at the beginning of the next school year once all data has been collected and analyzed from the previous year. We decide on programs at that time.

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:

- Quarterly SIP meetings – at these meetings we look at the most recent SLT, DIBELS, and report card data. We pull data from our internet-based programs as well to see how frequently they are being used and how the students have grown with the use of the programs. Our phonics intervention program will also be discussed and analyzed; we will look to see how students have progressed in the different groups, and their path to the fluency/enrichment group. The SIP Committee will make adjustments to how the programs are be implemented if changes need to be made.

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:

- Diagnostic assessment data is used to formulate intervention plans and groups. That data is the starting point for instructional plans. Interim assessment data is used to adjust groups if necessary, and formulate a learning plan to promote continued student growth. Summative assessment data is used to measure student growth and to evaluate programs. We also use this data to plan for the upcoming school year and to monitor trends and overall strengths and weaknesses.
- Third grade is the only standardized testing grade at Whispering Forest, so other data sources are looked at just as closely and used to determine most intervention strategies that are implemented. We focus on trends that show specific grade level weaknesses as well as subgroup weaknesses.

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

- SIP is discussed at monthly faculty meetings and PLCs
- Parents are informed of the SIP at Title I PF events throughout the year
- Title I Evaluation Summary is presented at Open House each year