

**2018-2019
SCHOOL IMPROVEMENT PLAN**

Abita Springs Elementary

St. Tammany Parish Public Schools

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

3/12/2019

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>1st Grade shows the greatest consistent strength in DIBELS due to showing consistent growth from fall to spring. With the lowest % of students at intensive in the spring: 23% (2013); 20% (2014); 19% (2014); 19% (2015); 19% (2016); 20% (2017); 18% (2018). 1st grade also has consistent growth/maintenance of % of students at Benchmark 5 out of 6 years; consistent in 2014 (67%) and 2016 (69%) of students at benchmark; growth in 2015 (1%) 2017 (7%) & 2018 (11%).</p>	<p>3rd grade shows the most At Risk students on the DIBELS Assessment as evidenced by a consistent drop in Benchmark from fall to spring: 2013 (-2%); 2014 (-1%); 2015 (-7%); 2016 (-6%); 2017 (-7%) & 2018 (-3%).</p>
<p>The school Assessment Index grew from 81.0 (2017) to 82.8 (2018) which is a gain of 1.8 index points.</p>	<p>The school Assessment Index declined from 85.0 (2016) to 82.8 (2018) which is a loss of 2.2 index points.</p>
<p>The total suspension rate over the past 3 years has declined from 4.5% (2015-2016) to 2.2% (2016-2017) to 1.1% (2017-2018) which is an overall decrease of 3.4%.</p>	<p>Over the past 3 years, the 3rd grade Social Studies Assessment Index has declined from 78.0 (2016) to 64.7 (2018) which is a 13.3 point decrease. Over the past 3 years, ELA and Math Assessment Index scores have been strong but they have been inconsistent with increases and declines. ELA 83.4 (2016); 80.8 (2017); 86.3 (2018) Math 92.8 (2016); 85.5 (2017); 86.1 (2018).</p>
<p>For the last 3 years, the 3rd Grade Math Grade Level Index is the highest scoring area: 92.8 (2016); 85.5 (2017); 86.1 (2018). The highest scoring Subcategory Proficiency Area for 2018 in Math is 3rd Grade Expressing Mathematical Reasoning with 65% of students scoring Mastery or Advanced.</p>	<p>For the last 3 years, the 3rd Grade Social Studies Grade Level Index is the lowest scoring index area: 78 (2016); 66 (2017); and 64.7 (2018). This The lowest scoring Subcategory Proficiency Area for 2018 is History with 32% of students scoring Mastery or Advanced.</p>
<p>Math has had the highest index scores for 2 out of 3 years: 92.8 (2016); 85.5 (2017); 86.1 (2018). Although ELA (86.2- 2018) had a higher index score in 2018, it is only 0.1 points higher than Math and has not been the highest index score for the 2 previous years.</p>	<p>In Social Studies the subcategory that is the lowest proficiency is History 32% (2018). In the Math categories, the lowest proficiency is Major Content with 54% (2018) and lowest subcategory is Fractions as numbers and Equivalents with 43% (2018). In ELA the lowest proficiency category is Reading Performance with 65% (2018) and subcategory Literary Text with 54% (2018). This % is for students performing at Mastery or Above.</p>

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<p>The White Subgroup has been the highest performing Subgroup in ELA and Math. In ELA the White Subgroup scored 88.2 (2016); 83.8 (2017); 91.4 (2018) on the ELA index scores. In Math the White Subgroup scored 97.2 (2016); 89.1 (2017); and 90.7 (2018) on the Math index scores.</p>	<p>The Black Subgroup has been the lowest performing subgroup in ELA and Math. In ELA the Black Subgroup scored 53.7 (2016); 63.3 (2017); and 45.6 (2018) on the ELA index scores. In Math the Black Subgroup scored 70.0 (2016); 78.9 (2017); and 47.8 (2018) on the Math index scores.</p>
<p>In 3rd Grade ELA, the Students with Disabilities Subgroup overall increased 25.4 index points from 42.0 (2016) to 45.2 (2017) to 67.4 (2018).</p>	<p>In 3rd grade, the Economically Disadvantaged Subgroup declined 7.3 index points from 84.5 (2016) to 77.5 (2017) to 77.2 (2018). This is a decrease of 12.3 points.</p>
<p>The Students with Disabilities subgroup decreased the achievement gap from 2016 (46.2) to 2018 (24.0) by 22.2 points in ELA & from 47.2 (2016) to 35.5 (2018) by 11.7 points in Math.</p>	<p>There have been no subgroups that have increased the achievement gap for two or more consecutive years. All subgroups decreased the achievement gap in 2017 and increased the achievement gap in 2018 in both ELA and Math.</p>
<p>The Black subgroup consistently scores higher in Math than in ELA across 3 years: 2016 - ELA 53.7/ Math 70.0; 2017 - ELA 63.3/ Math 78.9; and 2018 - ELA 45.6/ Math 47.8.</p>	<p>The Black subgroup consistently scores lower in ELA than in Math across 3 years: 2016 - ELA 53.7/ Math 70.0; 2017 - ELA 63.3/ Math 78.9; and 2018 - ELA 45.6/ Math 47.8.</p>
<p>DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Category/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	
<p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> • <i>Must Include at Least 1 Subgroup Goal</i> 	
<p>1. From Spring 2018 to Spring 2019 the students in the subgroup “Black” will increase their Assessment Index on LEAP 2025 as follows: ELA: Increase by at least 3 Index points from 45.6 to 48.6. Math: Increase by at least 3 Index points from 47.8 to 50.8</p>	
<p>2. From Spring 2018 to Spring 2019 the percentage of students achieving Mastery or Above on the LEAP 2025 ELA Assessment in grade 3 will increase by 5 percentage points from 64% to 69%.</p>	
<p>3. From Spring 2018 to Spring 2019 the percentage of students achieving Mastery or Above on the LEAP 2025 Math Assessment in grade 3 will increase by 5 percentage points from 55% to 60%.</p>	
<p>4. From Spring 2018 to Spring 2019 students in Grade 3 will increase their LEAP 2025 Science Assessment Index score by 3 points from 87.7 to 90.7.</p>	
<p>5. From Spring 2018 to Spring 2019 students in Grade 3 will increase the LEAP 2025 Social Studies Assessment Index by 3 points from 64.7 to 67.7.</p>	

2. PARENT AND FAMILY ENGAGEMENT

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • Create a summary of the SIP and distribute through visits to community activities and obtain feedback through a feedback form. • Create a summary of the SIP be available to discuss with community stakeholders on campus on election day and obtain feedback through a feedback form. • Make SIP available to community stakeholders who are voting at our school on election day and obtain feedback through a feedback form. • SIP is posted on the website and a comment button is included to obtain feedback (a ROBO call will notify parents that the SIP is available on our website.) • Spring Title I Parent/Family Survey results are used to design the SIP. • Parents are invited to a Title I meeting in April to obtain feedback on parental involvement and student interventions 	<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 checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Parent participation Feedback form</p> <hr/> <p>Effectiveness Results:</p>

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<p>Evaluation:</p> <ul style="list-style-type: none"> • Parents/Families take the Spring Title I Survey • Exit Tickets are given for all 6 Parent/Family activities to obtain feedback • All parents are invited to a principal coffee (July) where she will provide the effectiveness results and open the floor for discussion • Parents are invited to give anonymous feedback through our website. 				
<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"> • Administration attends all PTA meetings to discuss school updates with parents. • Administration has an open-door policy to allow parents, community members, students, and staff unlimited opportunities to give feedback and make suggestions regarding spending, programs, school needs, and to voice concerns. • Parents attend conferences with teachers and administration to discuss student academic, social, and behavioral progress/concerns • Parents attend (at least annually) IEP meetings for special education students to develop individual education plans for their child. • Parents attend SAT (Student Assistance Team) meetings to determine areas of weakness for their child's education and plan interventions to address them. If necessary, parents will participate in the decision to conduct an evaluation for special education or 504 services. • Parents attend annual 504 meetings with teacher and counselor to develop an IAP (Individual Accommodation Plan) • Open-Door policy for administration and staff for unlimited opportunities to give feedback and make suggestions 	<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 checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Parent survey</p> <hr/> <p>Effectiveness Results:</p>

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<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Planner/Agendas- given to all 2nd and 3rd grade students to organize assignments and communicate with parents regarding student progress, curriculum, and assessments • Weekly Classroom Newsletters- every classroom teacher sends a newsletter on Monday to communicate curriculum, assignments, assessments, and parent events for the school • School-wide Flyers- Parent events and important school information are sent home on colored paper frequently • All teachers are required to call all parents and introduce themselves at the beginning of the school year • Progress reports are sent for All SPED and EL students with their report card each grading quarter. • Parents have 24-hour access to student grades on JPAMS system • Robo calls are sent out to communicate events to parents. • Interims – sent home to all students with a D or F average at the middle of each grading period • Report cards – sent home each grading period to inform parents about student progress 	<p>Goal(s): 1, 2, 3, 4, 5</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 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>Colored Paper Agendas for 2nd and 3rd grade monthly teacher letters copies copy paper Website JPAMS Robo calls</p>	<p>Effectiveness Measure:</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> 	<p>Goal(s): 1, 2, 3, 4, 5</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:</p> <p>Translator</p>	<p>Effectiveness Measure:</p>

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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. 		<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>Effectiveness Results:</p>
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Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.

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>Parent Family Engagement Activity 1: <u>Meet and Greet (8/7/18)</u></p> <ul style="list-style-type: none"> Teachers/Principal present the expectations, needs, and curriculum plan for the school year Describe to parents how Title I funds are used to support students will be shared Teachers call each parent to invite and inform parent they are the teacher this year 	<p>Goal(s): 1, 2, 3, 4, 5</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: Copy paper Robo calls</p>	<p>Effectiveness Measure: % attendance Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2: <u>Coffee with the Principal (8/2/18) AM Event</u></p> <ul style="list-style-type: none"> Open discussion on Title I Compact, Title I budget, Support in the classroom, services available, and expectations of the students and parents Principal obtains feedback on school needs The vision and mission for the school year is shared 	<p>Goal(s): 1, 2, 3, 4, 5</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: Coffee Copy paper Copy of 2017-2018 SIP for parents to view</p>	<p>Effectiveness Measure: % attendance Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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<p>Parent Family Engagement Activity 3: <u>Literacy/BINGO Night (9/10/18)</u></p> <ul style="list-style-type: none"> • 2nd and 3rd grades • Held on the 2nd Tuesday in September • Parents will learn about the importance of reading daily with their child. Each student will select a new book to take home to read with his or her parent. • Parents will also understand how Title I money is used at our school 	<p>Goal(s): 1, 2</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input 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: Colored copy paper Student books Prizes for BINGO BINGO materials</p>	<p>Effectiveness Measure: % attendance Exit Ticket</p> <hr/> <p>Effectiveness Results: 41 out of 298 students attended with their parents (14%) Parents who completed exit tickets stated that the event was positive and supported reading and that they learned how Title I fund are used.</p>
<p>Parent Family Engagement Activity 4: <u>Pre-K Parent Meeting Kindergarten Readiness Skills (2/26/19)</u></p> <ul style="list-style-type: none"> • Parents will learn about the importance of reading daily with their child. They will learn strategies to help their child develop literacy skills when reading – parts of a book, asking questions, discussing text features, summarizing, comprehension, etc. • Parents will then have time to be involved in language development with their child while decorating king cakes. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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: Computers Projector Promethean Copy paper Books</p>	<p>Effectiveness Measure: Exit ticket % attendance</p> <p>Effectiveness Results: 29 out of 72 Pre-K parents attended (40%) All parents who completed the exit ticket were able to state something new they had learned by attending this event.</p>

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<p>Parent Family Engagement Activity 5: <u>Parenting Information Night/Veteran’s Program (11/12/19)</u></p> <ul style="list-style-type: none"> • SRO will address parents with ways to keep their children safe • PreK-3rd Grade parents and families are invited 	<p>Goal(s): 5</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> <p>Certificates Copy paper Projector Computer SRO</p>	<p>Effectiveness Measure:</p> <p>% attendance Exit Ticket</p>
<p>Parent Family Engagement Activity 6: <u>Family Game Night – Using games to strengthen literacy and math skills (1/14/19)</u></p> <ul style="list-style-type: none"> • 2nd & 3rd Grades • Parents will learn to use family game night to strengthen literacy and math skills. • Parents and students will play a variety of games while strengthening literacy and math skills with other families. • Games will be given to families to take to play at home. Books will also be available for students to take home. • Parents will be given a handout identifying specific skills that can be strengthened by playing board games. 	<p>Goal(s): 1, 2</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input 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>Colored copy paper Student books Variety of board games Handout</p>	<p>Effectiveness Measure:</p> <p>Exit ticket % attendance</p>
				<p>Effectiveness Results:</p> <p><u>Exit tickets</u> were 100% positive and parents were able to identify specific skills addressed in the games. <u>Attendance</u> - Overall attendance for 2nd & 3rd grade students was 20%. 2nd Grade had an attendance of 27% and 3rd had 10% attendance.</p>

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<p>Parent Family Engagement Activity 7: <u>Family Game Night – Using games to strengthen literacy and math skills (3/11/19)</u></p> <ul style="list-style-type: none"> • K and 1st Grades • Parents will learn to use family game night to strengthen literacy and math skills. • Parents and students will play a variety of games while strengthening literacy and math skills with other families. • Books will also be available for students to take home. • Parents will be given a handout identifying specific skills that can be strengthened by playing board games. 	<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 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: Computer Projector Copy paper Board Games</p>	<p>Effectiveness Measure: Exit ticket % attendance</p>
				<p>Effectiveness Results:</p>

3. SCHOOLWIDE PLAN STRATEGIES

The school-wide 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.)*

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • All grades Pre-K to 3rd follow the Guaranteed Curriculum for STPPS • ReadyGen is used for ELA in Kindergarten to 2nd Grade • Eureka Math is used in Kindergarten to 3rd Grade • Pre-K uses OWL for literacy instruction • Pre-K and K use Second Steps for social development • Guidebooks - 3rd Grade: Because of Winn-Dixie (3rd Nine Weeks); Louisiana Purchase (2nd Nine Weeks) • Daily K-3 small group reading instruction provided using the Guaranteed Curriculum • R.A.C.E. Writing strategy (3rd Grade across curriculum): Restate the question, Answer the question, Cite the source, and Explain. • Whole Brain Teaching (interactive classroom management and teaching strategies) is used in Pre-K to 3rd Grades • Kagan: teaching strategies using cooperative learning to increase student engagement used in Pre-K to 3rd Grades 	<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 checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input checked="" 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> <ul style="list-style-type: none"> IXL subscription Eureka Teacher Manuals Manipulatives Cardstock Ink Copy paper Color paper Large, paper flipcharts for Anchor Charts Mavelous tape for Anchor Charts Computers Monitors Projectors Projector bulbs Document Camera Bulbs 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> DIBELS End of Year Mastery Assessments LEAP 2025 <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • Anchor Charts for student reference (K-3rd); Anchor Charts outline, list, or describes procedures, processes, and strategies on a particular topic and is posted in the classroom for reference by students • T-1 (Transitional 1st grade): all Kindergarten students are screened using an assessment from the school board, teachers make recommendations to parents to accept T-1 for the following year, final class list is determined by need and parental approval • Math Models – number bonds, part-part-whole, whole-part-part, ten frames, tape diagram (Pre-K - 3rd) ☐ Helping Hands and Certified Tutors: Computer Lab across curriculum (grades K-3); weekly 40 min, National Technology standards • 3rd grade is departmentalized for ELA and Math • Starfall (Reading Grades Pre-K to 3rd) program is used in the classroom to reinforce ELA and Math skills • IXL is used by all students in the computer lab, Moodle (K-3) • Helping Hands are utilized to support teachers with IXL implementation in the computer lab. 1 Helping Hand for Kindergarten and 1st and 1 Helping Hand for 2nd and 3rd • STEM (Science, Technology, Engineering, and Math) is implemented in the classroom through hands-on-learning experiences 			<p>Activinspire Promethean Boards Chart Paper Markers Books for Guidebooks Whole Brain Teaching Leveled reading books Poster Printer Paper for Poster Printer Laminator Lamination film Starfall subscription Kagan Training Helping Hands salary and benefits STEM materials and manipulatives</p>	
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • DIBELS – indicator of early literacy skills for Kindergarten-3rd Grades • DRDP – Used in Kindergarten Beginning and End of the Year • TSGold is used to assess Pre-K readiness and to monitor student progress through the year 	<p>Goal(s): 1 ,2 ,3 ,4 ,5</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4</p>	<p>Items Needed: Funds for substitutes for DIBELS testing Copy paper Salary and benefits for teacher collaboration</p>	<p>Effectiveness Measure: Growth data from assessment results</p>

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<ul style="list-style-type: none"> • Readiness Assessments are administered in August to students in Grades K-2nd; Mid-Year Assessments are administered in January to monitor student progress in K-2; End of the Year Assessments are administered in May to determine student mastery • LEAP 360 is used at the beginning, middle, and end of the year for 3rd grade to monitor student progress • Common Assessments are used in K-3 throughout each grading period in ELA and Math. 		<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	times to develop Common Assessments Sub salary and benefits for teacher planning of assessments	Effectiveness Results:
<ul style="list-style-type: none"> • Strategies, Curriculum, and Assessments Specific to Students with Disabilities: • Resource teachers support classroom teachers for inclusion of SWD in the regular classroom • Students receive inclusion and resource support from special education teacher and paras • Project Read • Reading A-Z – Used to develop fluency and comprehension on individual student ability level • Fast Forward – phonemic awareness for non-readers • Independent Explicit Phonics Instruction – Independent student data in used to inform instruction to close the grade level gaps including sight words, fluency, comprehension, and vocabulary instruction • Paras are used to support students in the inclusion setting • Sped teacher and paras ensure implementation of accommodations for individual students according to IEP • SWD are given the Silvaroli Classroom Reading Inventory and the Grade Level Math Curriculum Based Assessment at the beginning and the end of the year. • Individual Interventions by classroom teachers • SWD attend resource and their IEP goals are addressed in both the inclusion classroom and with the resource teacher • Progress Reports are completed in SER and sent to parents each quarter to identify and communicate student 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 checked="" 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	Items Needed: Reading A-Z Project Read materials Project Read training for teachers Fast Forward Headphones Computers iPADS Leveled Readers Brown folders with prong	Effectiveness Measure: Student growth as demonstrated on Mastery Assessments <hr/> Effectiveness Results:

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<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</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 EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. • The ELPT is used to measure the performance of ELs as they progress through K-12 education and achieve college and career readiness. Results are used to determine a student's level of English proficiency and to decide which language services and supports the student will need to fully participate in core content classes. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> • Services vary based on individual needs. • A para works with students in the classroom twice a week. Most frequently, services are provided inside of the classroom. • Needs are assessed in a variety of ways including, but not limited to, DIBELS, LEAP, ELPS and ELPT scores as well as classroom observations. • Interventions may include Project Read, Fast Forward, or small group reading instruction to improve or provide remediation in five core reading elements; phonological awareness, phonics, reading fluency, vocabulary, and comprehension. • Classroom accommodations are provided through the teacher based on the teacher's determination of the student's needs. 	<p>Goal(s): 2, 3, 4, 5</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 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: Translation EL Para</p>	<p>Effectiveness Measure: ELPT Results EL student grades</p> <hr/> <p>Effectiveness Results:</p>
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Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Readiness results are used to identify students who need interventions/acceleration – District Readiness Assessment in ELA and Math for Grades 1 and 2; LEAP 360 for Grade 3, TSGold for Pre-K, DRDP for Kindergarten; DIBELS for Kindergarten to 3rd Grades. This data is analyzed by teachers, administration, and TRT. Students who score below Benchmark in DIBELS and are not proficient on other assessments are selected for individualized classroom interventions • Weekly assessments are used by the classroom teacher to determine needed interventions • New student assessments from previous school are used to determine if interventions are needed. If no assessments are available from the previous school, the TRT or individual teacher will administer needed assessments. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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"> Helping Hands salary Certified Tutor salary and benefits Paper Printer Computer IPads Ink DIBELS Progress Monitoring Materials District Assessments Weekly Assessments DIBELS Training 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> DIBELS Effectiveness Chart Attainment of SIP Goals 1, 2, 3 LEAP 2025 Scaled Score Chart <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • All teachers are required to do 30 minutes each day of interventions for identified students based on individual needs • A certified tutor assists teachers in 1st grade classrooms daily with individualized interventions • 1 Helping Hand is used in Kindergarten and one in 2nd grade to assist teachers with daily individualized interventions • A certified tutor assists teachers in 3rd grade classrooms with daily individualized interventions • Interventions from Florida Center for Reading Readiness (FCRR) are used 4 times a week for students who need reading interventions • Teachers develop Math interventions for students as needed based on individual needs • The students who receive interventions change throughout the year based on progress or lack of progress on the 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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"> Helping Hands salary Certified Tutor salary and benefits FCRR Interventions DIBELS Training IXL subscription Paper Printer Computer IPads Ink 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> DIBELS Effectiveness Chart Growth on District Mastery Assessment <hr/> <p>Effectiveness Results:</p>

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<p>assessments mentioned above. This is monitored by the classroom teacher.</p> <ul style="list-style-type: none"> • Progress monitoring for interventions is done weekly. • Additional IXL time (amount to be determined) 				
<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"> • SAT – Student Assistance Team: Counselor, pupil appraisal representative, speech therapist, teacher, ODR, parent • Teachers meet with principal regarding concerns for specific students, begin interventions, and are brought up to SAT • SAT meets weekly to address/develop needed interventions for students (completed by classroom teacher), monitor progress of interventions, refer students as necessary to Pupil Appraisal for evaluation, and refer students as necessary for 504 evaluation and plan 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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 Printer Computer Ink Folders Envelops IRP forms for PAS</p>	<p>Effectiveness Measure: Reflection</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Project Read • Phonics Faces – set of visuals including cards and charts which helps student identify letters and sounds • Reading A-Z – Used to develop fluency and comprehension on individual student ability level • Fast Forward – phonemic awareness for non-readers • Independent Explicit Phonics Instruction – Independent student data in used to inform instruction to close the grade level gaps including sight words, fluency, comprehension, and vocabulary instruction • Additional IXL time (amount to be determined) 	<p>Goal(s): 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Project Read Reading A-Z Project Read materials Project Read training for teachers Fast Forward Headphones Computers iPADS Leveled Readers Phonics Faces IXL</p>	<p>Effectiveness Measure: LEAP 2025 Subgroup scores DIBELS Effectiveness Chart</p> <hr/> <p>Effectiveness Results:</p>

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<p>Interventions Specific to English Learners:</p> <ul style="list-style-type: none"> Needs are assessed in a variety of ways including, but not limited to, DIBELS, LEAP, ELPS and ELPT scores as well as classroom observations. Interventions may include Project Read, Fast Forward, or small group reading instruction to improve or provide remediation in five core reading elements; phonological awareness, phonics, reading fluency, vocabulary, and comprehension. Accommodations are provided through the teacher based on the teacher's determination of the student's needs 	<p>Goal(s): 2, 3, 4, 5</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 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: Subgroup Scores</p> <hr/> <p>Effectiveness Results:</p>
<p><i>Support and Extended Learning</i></p>				
<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> Speech services provided as needed during the school day for students according to IEP. Students in Kindergarten to 3rd Grades attend Music, Art, Library, P.E., and Computer Lab Gifted Enrichment provided during the school day according to IEP Kids-In-Transition provides supplies, uniforms, and Field Trip costs 	<p>Goal(s): 1, 2, 3, 4, 5</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.E. Equipment Music supplies and instruments Art supplies Computers Ink Printer Projector Headphones Promethean Boar Library Books Speech Materials</p>	<p>Effectiveness Measure: SIP Goal Attainment</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> Girls on the Run – Grant funded program to empower girls and prevent bullying (after school) 	<p>Goal(s): 1, 2, 3, 4, 5</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 checked="" type="checkbox"/> LA4 	<p>Items Needed: LEGOs Transportation for field trips Community members</p>	<p>Effectiveness Measure: Reflection Attainment of SIP Goals</p>

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<ul style="list-style-type: none"> • LEGO club is an after school program for students in 3rd Grade • Field Trips – Curriculum Based: Pre-K – Liuzza Strawberry Farm (Farm to Table); K – Culinary Kids (Science, Math, and Language); 1st – Art Time, (Language, Art); Stennis Space Center(Science); 2nd – Liuzza Produce Farm – Farm to Table (Economics -Social Studies) and Planetarium (Science – Earth and Space); 3rd – Honey Island Swamp – (Ecosystems –Life Science) • Audubon Bugmobile, Zoomobile, Wetland Express, and Aqua Van visit Pre-K at school • Fire Department visits Pre-K, K, and 1st for fire safety in the fall • Visiting Play Production at school Jack and the Bean Stalk (Cultural Arts and ELA) • Harvey Rabbit Show comes in Spring for making good choices (anti-drug/ character education) • Visit from local dentist during Dental Month • Before/After Care is available on a parent paid basis. Teachers and paras are available for homework support as needed. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Teacher volunteers to be sponsors Chaperones for Field Trips</p>	<p>Effectiveness Results:</p>
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<i>Other Strategies and Activities 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 full-time Mental Health Provider (MHP) will work with students. 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. • Works with 2nd and 3rd graders weekly on social skills. • Works with Assistant Principal to provide Think Time for students with minor behavior problems • Contacts parents of students with excessive tardies, absences, and lack of homework • Provides one-on-one counseling as needed • Works with school counselor to introduce new students to our school by providing tours, and monitoring for adjustment 	<p>Goal(s): 1, 2, 3, 4, 5</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: Phone Materials for social skills lessons Reflection sheets for Think Time</p>	<p>Effectiveness Measure: Discipline Data MHP Outcome Chart</p> <hr/> <p>Effectiveness Results:</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> • Counselor teaches weekly classroom guidance for Kindergarten and 1st grade students • Provides one-on-one counseling as needed • Works with MHP to introduce new students to our school by providing tours, and monitoring for adjustment 	<p>Goal(s): 1, 2, 3, 4, 5</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 	<p>Items Needed: Phone Materials for classroom guidance</p>	<p>Effectiveness Measure: Discipline Data</p>

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		<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:
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Implementation of a schoolwide tiered model to prevent and address problem behavior:

Strategies Used to Prevent and Address Problem Behavior: <ul style="list-style-type: none"> • Our PBIS plan includes individual, class, and school-wide incentives including: Student of the Week (each class, each week); School-wide 100 compliments; Citizen of the Month - 1 per class each month) Most Improved/Hard Worker (1 per class each month); Bee-havior Bash – held at the end of each quarter for students without discipline referrals; recognition of staff and student birthdays. • PBIS team consists of administration and grade level chairpersons – meet the 1st Monday of the Month • Think Time is provided during lunch recess by the MHP and Assistant Principal to address minor behavior • Time Out Room and In-school suspension available on Monday and Thursday as needed for continuous minor behavior or major behavior • Check-in Check-out program for students who need behavior support • Monthly discipline goal determined using discipline data from JPAMS and discussion by PBIS Team • Character Word of the Week with Auto-be Good Video • Daily discussion by the principal on the Character Word of the Week 	Goal(s):	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: Student incentives Auto-Be Good Videos	Effectiveness Measure: Discipline Data
				Effectiveness Results:

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Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • MHP and Counselor provide tours and monitor new students for adjustment to our school • Pre-K parent meeting held at the end of Pre-K to help orient parents of what to expect in Kindergarten • Meet and Great Night for parents and students to meet the teacher • Kindergarten meeting for parents in August • Tours given for new families as well as meeting with administration to discuss student placement • 3rd Grade visits the Middle School in May to prepare for 4th grade • Meeting with Middle School Principal held at our school in March 	<p>Goal(s):</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 checked="" 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: Parent survey</p> <hr/> <p>Effectiveness Results:</p>

Professional Development

High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • K-2 teachers will meet with the Instructional Coach during the school day once a month either during school or after school for ReadyGen Support /PLC (dates will change due to availability of administration, Instructional Coach, and substitutes) • PreK and 3rd grade teachers will meet during school or after school once a month (dates will change due to availability of administration, Instructional Coach, and substitutes) 	<p>Goal(s): 1, 2, 3, 4, 5</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:</p> <ul style="list-style-type: none"> Subs Stipends Large paper charts Ink Computers Projectors Card Stock Mavelous tape for chart paper 	<p>Effectiveness Measure: PD Survey Attainment of SIP Goals</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Teachers will be paid stipends for 3-4 days of collaborative planning of curriculum during the summer • District level Professional Development is offered during the summer at Summer Institute as well as throughout the school year. Courses are listed on Go Sign Me Up. ☐ • Faculty Retreat is held in July/August for teacher collaboration of curriculum and to cover topics for the upcoming school year. • Teachers participate monthly in 2 hours of PD afterschool • Teacher Leaders in K-3 attend monthly meetings (K-2 ReadyGen; 3rd Guidebooks). They re-deliver content to grade level after school during their grade level meeting each month. • New teachers may attend parish sponsored BOOST sessions on various topics. • Administration attends monthly PD during the Principal/Assistant Principal Meeting 	<p>Goal(s): 1, 2, 3, 4, 5</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 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> <ul style="list-style-type: none"> Stipends for subs and teachers Registration fees for any PD that requires a fee Travel Large paper charts Ink Computers Projectors Card Stock Mavelous tape for chart paper 	<p>Effectiveness Measure: Attainment of SIP Goals</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • 1 teacher from each grade level, sped teachers, Assistant Principal, and TRT will attend IXL training in Baton Rouge (11/8/18) 				
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<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. • Teacher openings are advertised through the district website. • District leaders attend local college and university teacher recruitment fairs in the fall and spring. • The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites. • Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. • Placement of Student Teachers from local universities • The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools. • District Human Resources Coordinator serves as a speaker on college campuses for different education courses. • District Human Resources Coordinator serves on various College of Education department committees at local universities.

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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.*

Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:

- Data is collected at the beginning, middle, and end of the year SLT data (District Readiness, Mid-Year and Mastery Assessments), DIBELS data, DRDP, and TSGold data. Common Assessments are administered by grade levels and analyzed at PLC meetings. Grade Level analysis is reported to administration with any concerns and modifications needed based on the data. As the year progresses, grade levels let administration know of any areas they would like to include in Professional Development. Administration uses data from teacher observations to determine areas that may need to be adjusted for Professional Development.

Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- The SIP Committee will meet when all assessment results (including LEAP 2025) are completed to determine effectiveness and assist in planning for the upcoming school year.

Describe how and when the evaluation results of the SIP are reported to the school's stakeholders (faculty, staff, parents/families, and community members):

- Evaluation results are reported to faculty and staff at the August faculty meeting. The results of the evaluation of the Title 1 program at our school will be given to parents during Back to School night in August. The school will play a Title 1 DVD provided by the district on broadcast to all of the classrooms for parents to watch. They will then watch a Power Point presentation that will discuss the results of last year's evaluation. We will also post this Power Point on the website for parents to see that could not attend the back to school night.

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2018-2019 Committee Members

2018-2019 Committee Members	
<p style="text-align: center;"><u>School Improvement Planning Committee</u></p> <p style="text-align: center;">Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p> <p>Members Include:</p> <ul style="list-style-type: none">• Principal: Rebecca Stogner• AP: Elizabeth Clark• Teacher: Danielle Guillot• Teacher: Theresa Curtis• Parent/Family: Mahler• Parent/Family: Hall• Parent/Family: Scandurro	<p style="text-align: center;"><u>Parent/Family Engagement Committee</u></p> <p style="text-align: center;">Responsible for the Implementation of the PFE Activities in the SIP Same as SIP Committee</p> <p>Members Include:</p> <ul style="list-style-type: none">• Principal: Rebecca Stogner• AP: Elizabeth Clark• Teacher: Danielle Guillot• Teacher: Theresa Curtis• Parent/Family: Mahler• Parent/Family: Hall• Parent/Family: Scandurro