

**2018-2019
SCHOOL IMPROVEMENT PLAN**

Bayou Woods Elementary



St. Tammany Parish Public Schools

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

3/8/2019

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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 subcategories; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
Third grade has the highest percentage of students scoring at benchmark on DIBELS with 61% in 2015, 66% in 2016, and 59% in 2017.	First grade has the highest percentage of at risk with 35% in 2016, 30% in 2017, and 33% in 2018 on DIBELS.
The highest index scores for the past few years have been consistently trending upward in third grade ELA 70.5, (2016) 78.4, (2017) 80.8 (2018).	The lowest Index scores for the past two years has been third grade Math 82.6 (2017), 75.2 (2018) based on third grade CRT Assessment scores.
Third Grade ELA has consistently shown improvement over the last three years (Index Score ELA 70.5, (2016) 78.4, (2017) 80.8 (2018). Discipline data indicates that schoolwide suspension rates have decreased during the past two years (2016-17 - 22/4.3%; 2017-18 - 14/2.9%).	Third Grade Math has consistently declined over the last three years (Index Score 96.9, 82.6, 75.2) based on third grade CRT Assessment. First Grade DIBELS, at or above benchmark, has consistently been the lowest grade level over the past three years. (Spring Benchmark data 2016 - 40%, 2017 - 52%, and 2018 - 53%)
The highest performance in third grade math was the Fractions as Numbers and Equivalence subcategory in 2018. The highest performance in third grade ELA was the Writing Performance subcategory (69%) in 2018 based on CRT Assessment 2018 data.	The lower proficiency area in ELA was the Knowledge and Use of Language Conventions subcategory (41%) and Vocabulary 52% in 2017 and 51% in 2018 based on the CRT Assessment 2018.
Third Grade ELA is the subject area with a concentration of higher index scores and higher subcategory areas in 2018. The lowest subcategory was Written Expression in third grade ELA at 31% (2017) but increased to 67% (2018).	Performance on Modeling and Application was the lowest subcategory area in third grade Math (2017 - 51%, 2018 - 48%) based on CRT Assessment.
Whole School ELA 2018 was our subgroup strength (80.8). The English Learner in Math 2018 was a subgroup strength (93.3) and Hispanic in Math (2016- 80.0; 2017 - 88.2, 2018 - 90.9) based on CRT assessment.	The Math Students with Disabilities was the lowest sub group for the past two years based on CRT Assessment index scores (2017-46.3; 2018- 51.7). The English Learner was the lowest subcategory in ELA based on CRT Assessment index scores in 2016- 45.0, 2017-34.3 but went up in 2018-73.3.
The Economically Disadvantaged subcategory in ELA has improved the last three years 64.1 - 2016; 73.6 - 2017; 79.2 - 2018 (73 students in 2018) based on CRT Assessment index scores.	The Economic Disadvantaged subcategory in Math has a declining trend for three years (2016- 94.1; 2017 - 81.0; 2018 - 74.1) based on index scores on CRT Assessment. The Two or More Races subcategory in Math has also declined (2016-94.4; 2017 - 90.0; 2018 - 65.7) White and Black in Math have also declined White - 2016- 107.1; 2017, 87.2 - 2018 - 82.5; Black - 2016 - 87.8; 2017 - 75.8; 2018 based on CRT Assessment index scores.

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<p>The English Learner subcategory in third grade math CRT Assessment index scores has decreased in its achievement gap indicating an achievement gap strength (2016- 70.0; 2017 -74.3; 2018 - 93.3.) In 2018, there was zero gap.</p>	<p>The third grade Math white subcategory had an increase in the achievement gap for three consecutive years (2016 – 107.1; 2017 - 87.2; 2018 - 82.5) based on index scores.</p>
<p>Third grade white ELA subcategory is a strength (2016- 81.3; 2017 - 91.7; 2018 - 89.6) based on CRT Assessment index scores.</p>	<p>The third grade English Learners subcategory in ELA is a weakness (2016 - 45.0, and 2017 - 34.3). Third grade Students with Disabilities is a weakness in Math (2017 - 46.3 and 2018 - 51.7) based on CRT Assessment index scores.</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, Subcategory 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***
- ***Must Include at Least 1 Subcategory Goal***

1. From Spring 2018 to Spring 2019, the third grade students achieving mastery or above will increase 10 % from 50 % of third grade students achieving mastery or above to 60% of third grade students achieving mastery or above in math on LEAP 2025.
2. From Spring 2018 to Spring to 2019, K-3 students will increase students’ reading achievement by increasing the percentage of students scoring at or above benchmark by 5% on DIBELS Next from 59% to 64% benchmark or above for the whole school.
3. From Spring 2018 to Spring 2019, third grade students in the subgroup, “Students with Disabilities”, students will increase their math assessment index by 5 points on LEAP 2025 as follows: 51.7(2018)- 56.7(2019).

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>Design:</p> <ul style="list-style-type: none"> • SIP is posted on website to obtain feedback from parents (October) • PTA board meets to review SIP and provide feedback to administration (November) • Two parent representatives and a community member are members of the SIP committee (meetings are at least 3 x per year) • Parent Family Engagement Committee Meetings to plan activities including Family Resource Center events <p>Evaluation:</p> <ul style="list-style-type: none"> • Evaluation results are disseminated at Open House (Aug) • Spring Parent Family Engagement Surveys are used for evaluation (April/May) • Exit tickets from Parent Family Engagement activities are used for evaluation (ongoing) 	<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"> School website PTA Board Members Survey Meeting Agendas 	<p>Effectiveness Measure: Title I Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> Feedback is used for SIP and budget revision (September) 				
<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"> Feedback on the SIP Plan on the website and at Family Engagement meetings Parent Conferences, SAT and IEP conferences throughout the year provide the opportunity for parents/families to have input into the curriculum Feedback on the website Feedback from Title I Spring Survey PTA makes decisions on areas of instructional enhancements that are supported with funding. Parents provide input in PBIS schoolwide events and supports during monthly meetings and through teacher/parent classroom notes, phone calls, conferences. Parents provide instructional enhancements including materials and supplies based on teacher and classroom needs. Parents make recommendations for additional resources and supports that would be helpful for their student when visiting the parenting center or when talking with teachers/administrators. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: School Website</p>	<p>Effectiveness Measure: Title I Survey School Website responses Family Event Surveys</p> <hr/> <p>Effectiveness Results:</p>
<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"> Gator Talk Weekly School Newsletter – school events, reminders, important dates, ways to support home learning 	<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 	<p>Items Needed: JPAMS Cardstock Postcards Postage for parent communication progress reports</p>	<p>Effectiveness Measure: Title I Parent Survey Exit Ticket Surveys Website Comments</p>

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<ul style="list-style-type: none"> • Teacher newsletters including important dates, unit objectives, activities and reminders • Handouts at Family Engagement Events (including Meet and Greet, Open House, Literacy Events which include state standards and instructional strategies, vocabulary and multi-step problems demonstrating application and reasoning, sample assessment items) • Family Resource Center Handouts including How To Informational Publications • Family Informational Meetings (ex. Establishing routines and procedures at home/school) • Title I Evaluation Report – Handed out and presented at Open House • School District and School Handbook • Robo Calls to remind families of special events • School website including Title I tab • SAT Meetings to conference with parents and provide support for academic and behavioral needs • District Website • Weekly Teacher/Parent Communicator and Signature page with dates to remember (Wednesdays) Folder includes communication from school and classroom • PTA Facebook and PTA General Membership Meetings – used to inform parents of activities for students being supported by teachers and parents through use of PTA funds. At least one grade level faculty member and administration are present, along with PTA officers to the presentation and discussion and to answer questions. • Car Ramp Bulletin Board • Title I School Compact • Parent Teacher Conferences (at least one per semester) 		<ul style="list-style-type: none"> <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>Colored paper for newsletters and handouts School website Printers Computers Graphic Arts Copies Legal paper SAT Agendas Report Cards from IT Title I Compacts Parent/family Support Information Publications including Bilingual Resources Parent Conference Log Books/Brochures Interactive Boards SAT and IEP Documents *DVD's *Video Camera *Digital Cameras *Music/CD/itunes *CD/DVD players *Microphones *Projectors *Laptops *Desktop Computers * Index Cards *Chart Paper *Poster Maker</p>	<p>Effectiveness Results:</p>
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<ul style="list-style-type: none">• EL Families are offered after school support by certified teacher to help them understand instructional strategies and the curriculum• School Brochure – located in main office, includes school vision, PBIS, academic and extracurricular, PTA, and general school information• Title I Posters displayed at school entrance• Interim Reports, Progress Reports, Student Progress Center, Quarterly Report Cards so parents can monitor student grades/progress.• Student work samples kept in portfolios to support student, teacher, parent assessment of progress• Family Resource Center – offers resources to families, includes a library to help with parenting concerns, information on standards, instructional materials, computers, and other material needed to support parents<ul style="list-style-type: none">○ Bilingual reading materials to model reading strategies to parents○ Folder games to demonstrate ways and to offer for check out to support learning at home○ Resource for EL families○ Meetings with an interpreter are held and translated materials are available				
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<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. <i>(Title VI of the Civil Rights Act of 1964)</i> Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s): 1,2,3,</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>Translation services for: Permission Slip Forms Testing Information Home Language Survey Registration Documents Interpreter for registration, SAT, IEP's and Family Events Family Engagement Activities</p>	<p>Effectiveness Measure: Title I Parent Surveys</p> <hr/> <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>Family Resource Center</u></p> <ul style="list-style-type: none"> • Offer resources to families, including a library to help with parenting concerns, information on standards, instructional materials, computers for family use, and other materials needed to support parent/family engagement • Serve as a resource for EL families • Bilingual reading materials to model reading strategies • Folder games to demonstrate instructional strategies (Make and take and/or check-out) • Presentations and social events to promote parent/family engagement • Mental Health Provider and Counselor services will be provided from families during and after school hours • Orientation events 	<p>Goal(s): 1,2,3</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 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>Parenting Brochures Bilingual Resources Folder Game Materials Storage Boxes Folders Cardstock Teacher Stipends</p>	<p>Effectiveness Measure:</p> <p>Family Participation Log Family Resources Sign Out Sheet Spring Survey Exit Tickets</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2: <u>Fall Family Night (October, 2018)</u></p> <ul style="list-style-type: none"> • Learn about different literature genres with examples • How to read with a child using leveled readers • How to build vocabulary using a concept web • Sequencing a story 	<p>Goal(s): 1,2,3</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</p>	<p>Items Needed:</p> <p>Teacher Stipends, Literacy station materials such as colored paper, index cards, manila folders, construction paper, pencils, glue, crayons,</p>	<p>Effectiveness Measure:</p> <p>Title I Parent Survey Ticket Out the Door to assess knowledge of literacy strategies Attendance Rate</p>

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<ul style="list-style-type: none"> • Understanding character traits • Demonstration of technology available for home use 		<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	markers, art materials, food materials, books, iPADS, invitations, sign-in-sheets, agenda, Ticket to Read	Effectiveness Results:
<p>Parent Family Engagement Activity 3: <u>Cooking Up a Math Storm (December, 2018)</u></p> <ul style="list-style-type: none"> • Math strategies including data collection, graphing, computation • Hands on activities with parents and students held in the cafeteria during the school day to demonstrate higher order thinking skills, application and evaluation as they relate to math literacy • Real life writing connections • Use of the part/part/whole model • Recipes to do at home that include skills such as measuring, computation, and sequencing 	Goal(s): 1,2,3,	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: Bowls, ziplock bags, measuring cups, station materials such as index cards, colored paper, manila folders, construction paper, pencils glue, crayons, markers, art materials, food materials, books, ipads, invitations, sign-in-sheets, agenda	Effectiveness Measure: Ticket out the Door to assess knowledge of literacy and math strategies Attendance Rate Effectiveness Results:
<p>Parent Family Engagement Activity 4: <u>Meet and Greet (August, 2018)</u></p> <ul style="list-style-type: none"> • Session held prior to school opening from 3:30 – 5:30 PM to allow family members to meet their child’s teacher and for the teacher to share school information to help make the start of the school year successful. • School and classroom expectations • Information on grade level scope and sequence and standards 	Goal(s): 1,2,3	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	Items Needed: Invitations Card Stock Postage	Effectiveness Measure: Survey indicating understanding of grade level needs and standards Attendance Rate Effectiveness Results:

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		<input type="checkbox"/> Other		
<p>Parent Family Engagement Activity 5: <u>Gator on Up and Eagle Fly Up (May, 2019)</u></p> <ul style="list-style-type: none"> • Transition activity held during the school day where family members and students are able to experience learning activities for the next grade level • Parents and students visit next year’s grade level classrooms to be exposed to grade level expectations • Summer Instructional activities/ideas are provided to families 	<p>Goal(s): 1,2,3</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: Card Stock, Parent Support Publications, Summer reading materials/activities</p>	<p>Effectiveness Measure: Ticket Out the Door to demonstrate knowledge of effective activities and strategies to use to reduce the summer slide. Attendance Rate</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 6: <u>Science Investigations (February, 2019)</u></p> <ul style="list-style-type: none"> • Session held during the school day. Students lead demonstrations and share research based science activities and experiments based on standards • Parents take home science activities and experiments that can be done with their child at home. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <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: Science materials for experiments and demonstrations based on Grade Level Standards</p>	<p>Effectiveness Measure: Ticket Out the Door to demonstrate knowledge of literacy and science standards taught during activities. Attendance Rate</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 subcategorys 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"> • St. Tammany Parish Schools Guaranteed Curriculum • Class Size Reduction Teacher – First Grade – to reduce the teacher/pupil ratio • 3 Helping Hands Tutors – 5 days per week/20 hours per week in 15 K-3 classrooms during small group instruction to provide clarification and assistance to students in order to increase understanding and engagement in ELA and Math • Brainpop – across the content area to introduce and enrich instruction • Use of informational texts across the content areas to increase reading achievement in science and social studies (Pre K – 3) • Time for Kids in first grade to provide non-fiction reading extension opportunities across the content areas 	<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 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"> Guaranteed Curriculum 3 Helping Hands Tutors Desktop Computers iPads Laptop Computers iPods Printers Ink Highlighters Post It Notes Sheet Protectors Every Day Counts Kits Math Resource Manuals Moodle account 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Administrative Snapshots Learning Walks DAZE (3rd Grade DIBELS score) DIBELS Effectiveness Chart ELA 2019 CRT Assessment results and trend data Social Studies and Science 2019 CRT Assessment results and trend data Math 2019 CRT Assessment results and trend data Subclaim data

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<ul style="list-style-type: none"> • WBWE Broadcast System to provide opportunity for student presentations/reports • Word Walls and Anchor Charts(K-3)- visual representations of expectations, strategies and skills across the content area • Pre K hands on manipulatives to teach math and literacy concepts (visual discrimination and patterning kits) • State Website is used to support curriculum • Science and Social Studies Materials to enhance research and increase writing skills in the content area • Mystery science in third grade to develop literacy/ application skills to enhance lessons and hands on activities for 4 ½ weeks each quarter on a daily basis for 45 minutes per day. • Accountable Talk (PreK-3)– students state agreement/disagreement and why to extend discussion and understanding <p><u>ELA</u></p> <ul style="list-style-type: none"> • 3 Guidebooks 2.0 Units – third grade • OWL- pre-k literacy program • ReadyGen- K-2 reading curriculum to support ELA state standards • Moodle to access Ready Gen Technology • RAPS – Restate, Answer, (in a complete sentence) Prove It and Sum It Up – A writing strategy to address a prompt implemented across the content areas • Writing Stations (1-3 grade) to provide opportunities for written publication and individual instruction/editing • Explicit Phonics Instruction (K-3) to provide a foundation for reading skills • Explicit Vocabulary Instruction (in context across the content areas) to teach vocabulary in context to support comprehension (K-3) • Gator Blast- 1st and 2nd- fast paced literacy strategy to support vocabulary 			<p>Brainpop Interactive Read Alouds Informational Texts/Classroom non-fiction books Dry Erase Markers Chart Tablets Railroad Board Laminating Film Reading A-Z Moby Max (K-3) Mystery Science Xtra Math CSR Funding Time for Kids Magazine Subscription Butterfly Kits Headphones Dry Erase Boards Binders for Student Work Document Cameras Video Camera 35 mm camera Projector Promethean/Interactive Board Installation Costs High Frequency and Phonetic PPT word lists Six Minute Solutions teacher’s guide</p>	<p>Subgroup data</p> <hr/> <p>Effectiveness Results:</p>
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<ul style="list-style-type: none"> • Literacy Circle activities (3rd grade) to develop literacy skills using various trade books throughout the ELA curriculum. • Six Minute Solution- 3rd grade- reading program completed 5 times a week for 10-15 minutes to help enhance a student’s fluency, accuracy, and retell. <p>Math</p> <ul style="list-style-type: none"> • Eureka Math, My Math • ZEARN Website (Grades 2-3) • Moby Max (Grades Kindergarten – 3) used as a station to support and enhance Math Instruction. • Math Models (K-3) – math strategy used in word problems to help student visualize a problem to make it more concrete • Math manipulatives – to provide hands on learning • Every Day Counts (Pre K-3) – a program completed daily which is based on the calendar that extends to real life situations to teach grade level math standards • Additional Math resources (K-3) which include modeling and application • Xtra Math (2nd and 3rd) is used as a station to support math fluency and content. It is individualized for each student. 				
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • DIBELS – to assess foundational reading skills • DRDP - Kindergarten • TS Gold – Pre Kindergarten • LEAP 360 – 3rd grade to assess prior knowledge • LEAP 2025 – 3rd grade data to determine school wide needs. • Readiness and midterm Assessments – PreK – 3rd grade to assess readiness and mastery skills in ELA and Math 	<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 checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III 	<p>Items Needed:</p> <p>DIBELS Assessment DRDP Assessment TS Gold Readiness Assessment and Mastery Assessments LEAP 360 Diagnostic and Interim Assessments CRT Assessment Practice</p>	<p>Effectiveness Measure:</p> <p>DRDP Results - Kindergarten TS Gold – Pre K DIBELS Progress Monitoring and Benchmark Results for grades K-3 ELPT Results – EL students Readiness Assessment and Mastery Assessment (Grades K-2)</p>

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<ul style="list-style-type: none"> • Unit Tests in ELA and Math to monitor progress based on standards • ReadyGen- K-2- ELA readiness assessment; ReadyGen selection test; Performance based assessment; end of module tests • Standard Based Assessments in ELA and Math to monitor progress based on the standards • Exit tickets- 1st -3rd- math skill informal assessment • Cooperative Learning Strategies- informal assessment used cross curricular • Writing Rubrics- K-3 • Self-assessment writing checklists- K-3 • Common Assessments across the grade level to assure that standards are being taught and assessed consistently • Common Grading Procedures across the grade level • Use of COMPASS and CLASS state rubrics by administrators and supervisors to evaluate effective instruction 		<input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Tests Ready Gen and LEAP Writing Rubrics Guaranteed Curriculum Assessments Ready Gen and Guidebook Assessments Math Unit Assessments Grade Level Meetings PLC Meetings Computers (Desktop and Laptop) iPads iPods Ink Printers Promethean/Interactive Board Document Cameras COMPASS and CLASS State Rubric and documents	LEAP 360 Diagnostic and Interim Assessment (Grade 3) <hr/> Effectiveness Results:
<p><u>Strategies, Curriculum, and Assessments Specific to Students with Disabilities</u></p> <ul style="list-style-type: none"> • Co-teaching or inclusion during core instruction • ReadyGen Scaffolding • Project Read Phonics in grades 2-3 • Multi-sensory learning strategies • Check-in/Check-out to monitor checklist of individual student achievement goal • Second Steps for social skills instruction • Targeted instruction from My Math – Investigate and Model • Silvaroli Classroom Reading Inventory • Math CBAs 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</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	<p>Items Needed:</p> Project Read Materials Sivaroli Reading Inventory Math CBA's Ready Gen Scaffolding Strategies Kagan Resources Behavior/Academic Checklists Second Steps Curriculum (Grades 1-3) Computers (Desktop and Laptop) iPads iPods	<p>Effectiveness Measure:</p> SPED student data from the following assessments: DRDP Results - Kindergarten TS Gold – Pre K DIBELS Progress Monitoring and Benchmark Results for grades K-3 Readiness Assessment and Mastery Assessment (Grades K-2) LEAP 360 Diagnostic and Interim Assessment (Grade 3)

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<ul style="list-style-type: none"> • Write From the Beginning expository tasks rubric • Traits of Writing rubric • Hasbrouck-Tindal chart of Reading Fluency Norms- to use to assess cold reads • Assistive Technology Checklist • Modifications and accommodations for instruction and assessments based on evaluation • Alternative curriculum for students on alternative assessment path – LA Connectors • Assistive Technology materials and resources used by student in the classroom to support acquisition and production if part of IEP (SPED) or IPP (504) • Instruction provided in the resource room and the regular education classroom based on evaluation and IEP • Certified Tutor, 20 hours per week, for 2nd and 3rd grade sped students. Individual/Small group instruction (both push in and pull out) under the guidance of Resource Teacher based on 2018 data including LEAP 360 Diagnostic, Readiness Assessments, DIBELS Fall Benchmark. • Phonics Genius iPad app to reteach and reinforce phonic skills identified through fluency assessments. 		<input type="checkbox"/> Other	Ink Printers Promethean/Interactive Board Projectors	MHP Baseline and End of Year Data <hr/> Effectiveness Results:
<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. 	<p>Goal(s): 1,2</p>	<p>Budgets used to support this activity:</p> <input checked="" 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:</p> State Standards LA Connectors ESL Para Fast ForWord License ELPT Assessment Computers (Desktop and Laptop) iPads	<p>Effectiveness Measure:</p> English Language Proficiency Test Spring 2019 Results DIBELS Effectiveness Chart Subgroup EL CRT Assessment Scores for the 2018-19 School Year

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<ul style="list-style-type: none"> • ELPT to assess English Language Learners <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"> • Students in grades K-3 are provided services by the EL para. Students in grade K -2 are taught 30 minutes per day within the regular ed classroom setting (inclusion). Students in 3rd grade are served within the regular ed setting for 45 minutes per day. • Strategies such as instruction on Dolch words, Project Read, phonetic awareness, fluency, retell for comprehension are used to target needs. • EL para support within the classroom to provide more small group and/or individual group instruction • Extended time, repeated directions during instruction and assessments 		<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	iPods Ink Printers Promethean/Interactive Board Projectors	<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"> For EL students-participation is based on the home language survey and the English Language Proficiency Screener. Emerging Level and Progressing Level are provided support services to continue developing proficiency in English. Proficient Level students do not require language support. BWE Response to Intervention for academics Map will guide the TAT/SAT/IEP decision making process for determining students who need additional interventions (Tier 2 and Tier 3) BWE Response to Intervention for Behavior Map will guide the TAT/SAT/IEP decision making process for determining students who need additional interventions (Tier 2 and Tier 3) Interventions become more intense based on the increase level of need. DIBELS (K-3) Benchmark and progress monitoring to assess foundational reading skills. Intensive and Strategic students will receive classroom interventions. Interventions become more intense based on the increase level of need. Classroom Weekly and Unit Assessments (ELA and Math) Students whose grades fall under the minimum expectations based on the Response to Intervention Map will receive interventions. Readiness Assessments (Pre K – 2) and LEAP 360 diagnostic and Interim data (3rd) will be used to determine need for interventions. The interventionist analyzes and compiles the DIBELS data and progress monitoring data to create the small groups used for BURST interventions. 	<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 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>TRT BURST Interventionist Principal/Asst. Principal Home Language Survey RtI Map JPAMS Report Cards Weekly and Unit Assessment Data Student Work Samples DIBELS Guaranteed Curriculum Assessments Sivaroli CBA's – Math CRT Assessments Computers (Desktop and Laptop) iPads iPods Ink Printers</p>	<p>Effectiveness Measure: DIBELS Progress Monitoring and Benchmark Data Behavior Data Report Card Grades Mastery and Interim Assessments (TS Gold, DRDP, K-2 Mastery, 3rd Interim)</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"> Burst- scripted lessons targeting students’ area of weakness including phonemic awareness, letter sound knowledge, blending, vocabulary, and reading fluency. Interventions done by K-3rd grade classroom teachers, interventionist, resource teachers, and 2 certified tutors for 30 minutes a day/5 days a week. 2 certified tutors- 5 days per week/20 hours per week to assist with small group interventions in ELA and Math BURST, Written Expression, and teacher created math interventions in small groups to allow time for the classroom teacher to work individually with sped/at risk students. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Burst licenses Burst kits Tablets Certified Tutors Helping Hands Computers (Desktop and Laptop) iPads iPods Ink Printers Promethean/Interactive Board Document Cameras Projector BURST Interventionist</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> Tier Academic Map is used to guide decision making process for students who are continuing to experience difficulty (Tier 2, Tier 3). TRT reviews student data from CBA’s and other formative assessments to help provide guidance and support for teacher and students. Tier Behavior Map is used to guide decision making process for students who are continuing to experience difficulty (Tier 2, Tier 3). Counselor reviews student data from behavior reports, observations, interviews and data collection to help provide guidance and support for teacher and students. Teacher Assistance Team meets twice per month to provide support. TRT, Teacher and Counselor compose the team. 	<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 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>Pupil Appraisal Representative BURST Interventionist Speech Therapist Technology Resource Teacher Counselor Classroom teacher Administration File Folders Data Box Assistive Technology Teacher Parent/Family Member Special Ed Resource Teacher MHP LEAP 360 Diagnostic LEAP and Ready Gen Writing Rubric DIBELS Data</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • Student Assistance Team meets weekly. Team consists of teacher, parent, TRT, administration, speech, pupil appraisal, speech and any other related service personnel to review student progress based on curriculum assessments and intervention data. The team monitors student progress and makes recommendations for additional classroom instructional support or possible evaluation in order to increase student achievement. Based on evaluations, 504 services or IDEA services are provided based on IPP/IEP. • Assistive Technology School Based Team meets monthly to review needs of referred special education students who may benefit from the use of assistive technology to support their learning. • Assessments used to determine if a student is continuing to have difficulty include: <ul style="list-style-type: none"> ○ LEAP Practice Test (3rd grade) in ELA, Math, Social Studies ○ LEAP Writing Rubric (3rd grade) to assess writing performance ○ Ready Gen Writing Rubric (K-2) to assess writing performance ○ K-3 Benchmark data and progress monitoring results to provide recommendations to teachers to help students with specific skills ○ Functional Behavior Assessment ○ TS Gold Tracking Documents • Intervention groups are re-rostered as needed to support effective group placement 			<p>K – 2 Readiness Assessments Pre K TS Gold data Functional Behavior Assessment</p>	
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<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • MAE students- daily social skills lessons • Functional Behavior Assessment and Behavior Intervention Plan for students identified through the RtI Map following the TAT/SAT Process • 1 certified tutor – 4 days per week/20 hours per week to tutor SPED using FCRR, Project Read Strategies, Ready Gen and Guidebook Vocabulary, My Math learning activities, LEAP 360 format and questions. • Sensory Support – access to sensory room and sensory area/interventions in the classroom to support students with sensory sensitivity such as sound, light, activity, tactile, and visual distractions. • Project Read- Multisensory approach for reading instruction for students with disabilities and other below level students who have not had success using Tier 1 reading strategies. Instruction is 5 days per week for 30 minutes per day and is provided by resource teacher or classroom teacher, for 2nd/3rd grade students. • Fast ForWord Computerized ELA program to increase phonetic skills (identified speech students) Five Days per week, 30 minutes per day provided by a speech therapist. 	<p>Goal(s): 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input 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> <p>Second Steps Curriculum Modification Documentation from IEP Assessment Data Collection Form Student FBA and BIP Assistive Technology Resources Sensory materials and resources Scaffolded Ready Gen Materials LEAP Connect Materials Computers (Desktop and Laptop) iPads iPods Ink Printers Promethean/Interactive Board Projectors Document Camera</p>	<p>Effectiveness Measure: Progress monitoring data collected from DIBELS, CBA’s to determine growth towards mastery CRT Assessment data Discipline Data</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • 1 certified tutor – 4 days per week/20 hours per week to tutor EL students using FCRR, Project Read Strategies, Ready Gen and Guidebook Vocabulary, My Math learning activities, LEAP 360 format and questions. • Fast ForWord Computerized ELA program for EL students to increase phonetic skills (Five Days per week, 30 minutes per day provided by EL.) 	<p>Goal(s): 1,2</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins 	<p>Items Needed:</p> <p>Fast ForWord License ESL Para DIBELS Computers (Desktop and Laptop) iPads iPods Ink Printers Promethean/Interactive Board</p>	<p>Effectiveness Measure: Fast ForWord Progress Monitoring at least 3 x per year. Baseline (Fall) is compared to Mastery (Spring) to determine progress. DIBELS Benchmark Assessment CRT Assessment data to determine growth toward Mastery</p>

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		<input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Projector	Effectiveness Results:
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Support and Extended Learning

<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"> • Review data analysis/progress monitoring to adjust teacher/para schedules based on individual student needs. • Full Time Personnel including: <ul style="list-style-type: none"> ○ Special Education MAE teacher ○ Special Education RNC Teacher ○ Special Education PEI Self Contained, Blended and RNC Teachers ○ SPED Resource Room Teachers for ELA/Math (Grades 1-3) • SPED Curriculum Specialist • SPED Para support • Pre K Program – LA 4/Title I - 2 teachers and 2 paraprofessionals • Title I Classroom Size Reduction Teacher in First Grade • Assistive Technology and Occupational Therapist based on student evaluation. • Two full time Speech Therapists (who service students in grades PreK-3) who provide individual, small group as well as therapy within the regular classroom setting. • Kids-In-Transition – Counselor, Teacher, KIT contact 	<p>Goal(s): 3</p>	<p>Budgets used to support this activity:</p> <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 checked="" 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: Personnel including SPED, Title I, and LA 4 McKenny-Vito Residency Form</p>	<p>Effectiveness Measure: IEP Goals Readiness, Interim and Mastery Assessments TS Gold data LEAP 360 Diagnostic Assessment First Grade teacher/pupil ratio KIT documentation</p> <hr/> <p>Effectiveness Results:</p>
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<ul style="list-style-type: none"> • P.E, Art, Music, Library, (weekly) Classroom Guidance (bi-weekly) • Gifted Enrichment (twice a week) 				
<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"> • Summer STEM Program- Incoming 2nd and 3rd grade students participate in activities for 12 days, 5 days per week, prior to the beginning of the school year, to reduce summer reading slide in literacy and math skills typically associated with students at at-risk schools • After School Tutoring in ELA and Math – Second and Third Grade students including special education students and students on the cusp to move from basic to mastery/advance. Certified classroom teachers provide instruction for 1 ½ hours twice per week from October – April in math and January- April in ELA. Students are identified based on assessments including BURST and curriculum based assessments. Resources from the state website (Louisiana Believes) and standards based resources are used to provide instruction. • EL students are offered homework help after school by a certified teacher twice per week. • After school child care program offers homework help and instructional support by certified teacher. • EL students are offered homework help after school by certified teacher. 	<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 checked="" type="checkbox"/> Other 	<p>Items Needed: Teacher Stipends Bus Driver Stipends and Mileage</p>	<p>Effectiveness Measure: Summer Program – DIBELS Spring 2018/DIBELS Fall 2018/, Math Spring 2018 Mastery, Math Fall Readiness CBA Tutoring - 2nd grade ELA and Math Readiness/Mastery 3rd Grade LEAP 360 diagnostic/Interim/CRT Assessment</p> <hr/> <p>Effectiveness Results:</p>

Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas				
<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a 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. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Full Time MHP TAT/SAT referrals Parent/Teacher/Administrator Referral</p>	<p>Effectiveness Measure: Outcome measures for MHP</p> <hr/> <p>Effectiveness Results:</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> Use of Restorative Practices included in Practice for Success (2nd, 3rd grade) Adult Mentor to provide "Check in Check Out" to support behavior and academic goals After School Counseling Support of Parent/Student in lieu of Suspension Counselor Support for Excessive Tardy Attendance Students and families Bystander Revolution program to teach students about bullying 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Full Time Counselor Full Time MHP CHAMPS Model Resources Motivational Posters/Doors Restorative Practices resources Check In Check Out Chart Adult Mentors Second Steps Kit Happy Cards/Calls Log Shout Out Pads Catch of the Day Notes Parent Support Publications Good Gator Monthly Roster Good Gator Pins School Business Awards Achievement Certificates PBIS Funds</p>	<p>Effectiveness Measure:</p> <p>JPAMS Reports Percentage of Suspension/Expulsions Happy Card/Happy Call Log Behavior Reports Spring Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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			Student Intervention Plan/Checklist Title I Compact Bystander Revolution Curriculum Postcards Postage	
Implementation of a schoolwide tiered model to prevent and address problem behavior:				
<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • Tiered PBIS Map and Flow Chart to support consistent procedures • Teach Behavior as a content area schoolwide (Pre K-3) • Recognition of Excellence in Attendance – Mid Year and End of year. • Implementation of GATOR 5 – Get Control, Act Responsible, Try Your Best, Offer Kindness, Respect Everyone • Implementation of the PBIS Intervention Plan and Rubric • Use of Restorative Practices included in Practice for Success (2nd, 3rd grade) • Happy Calls (Within 10 days of a parent conference) • Check in Check Out to provide positive behavior support • After School Counseling Support of Parent/Student in lieu of Suspension • Counselor Support for Excessive Tardy Attendance Students and families • Implementation of CHAMPS model Schoolwide quarterly goals celebration • BWE Response to Intervention PBIS map will guide decision making for students needing additional support (Tier 2, Tier 3) • Happy News Postcards from teachers and administration (at least 8 quarterly per teacher/administrator) • End of the Year Student Recognition Day • Second Steps Curriculum taught in kindergarten classes 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input 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 checked="" type="checkbox"/> Other	<p>Items Needed:</p> Counselor MHP School Resource Officer Administration Second Steps CHAMPS Model School Behavior Plan Happy News Postcards Happy Call/Postcard Logs Check In Check Out Charts Quarterly celebration funding from PBIS Counselor MHP School Resource Officer Behavior Rtl Map Attendance Data and Rewards End of the Year Awards Good Gator Recognition (WBWE) Good Gator Pins and certificates (McDonald's)	<p>Effectiveness Measure: JPAMS Reports Percentage of Suspension/Expulsions Behavior Reports Spring Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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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"> • Pre K and Kindergarten Orientation for students and parents to meet the teacher, tour the school and learn school procedures. In addition, administration, TRT and counselor provide a Welcome Meeting for parents and family members on the first day of Pre K and Kindergarten classes. • Meet and Greet prior to school opening to meet the teacher and to see an overview of grade level standards and expectations • Pre K, Kindergarten, First, Second, Grade Gator on Up Day when students visit the next grade level classroom. Parents are invited to attend and materials for summer instructional activities/ideas are provided to families. • Third grade Eagle Move Up- third grade students and parents visit CPM campus 	<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 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> <p>Parent Support Publications Introduction and Welcome Card with Grade Level standards (Meet and Greet) Guided Tours (TRT) Classroom teacher transition program and activities using grade level model</p>	<p>Effectiveness Measure:</p> <p>Title I Parent Survey Ticket Out the Door Responses Happy Card/Happy Call Log</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"> • 2 PLCs a month based on grade level needs (ELA/Math) 1.5 hours each , Kindergarten- 3rd Grade Jill Greene- K-2 ReadyGen support; PLC support/coaching L. Hurley- 3rd grade math F. Bridges (K-2) data analysis, focus on math modeling and application. Grades K-2 have ELA PLC meetings, 2/3 ELA and 1/3 Math. Third grade has alternating ELA/Math PLC meetings. • Interventionist- K-3 interventions in ELA; analyzing data; ELA PLC • Technology Resource Teacher-supports the math PLC meetings. • SPED and Pre K PLC – at least 2 times each semester 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Substitutes PLC Calendar and Agendas PLC Sign in Sheets Posters Index Cards SPED meeting sign in sheet and agenda Teacher Stipends</p>	<p>Effectiveness Measure: Reflection</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • SPED Monthly Meetings with SPED Consultant • SPED Team meetings with district staff, school administrators, Parish wide Assistant Principal and TRT to implement SPED Action Plan • Bystander Revolution – H. Howard - August Faculty Meeting 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p>

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<ul style="list-style-type: none"> • Reinforcement, Reminding and Redirection – Heidi Pigott – August, October, Nov. • Articulation in Math between grade levels - Fall Professional Development Day • ELA – OWL (Pre K), Ready Gen (K-2), Guide Books (3), With focus on small group instruction including grouping and meaningful stations • Accountable Talk – Emily Mull • Support for EL Learners – Elena Dieck • Math – Nikki Feast – Modeling and Application • Technology Integration including Moby Max • SPED with focus on collaboration between special ed and regular education teachers • Summer Professional Development (6 hours) • The Impact Cycle –Jill Green, Literacy Coach- purposeful tailored PD based on the needs of the teacher(s) being coached. • Small Group Instruction –Jill Green, Literacy Coach- Coaches all K-2 teachers individually on THEIR unique implementation of Small Group Instruction based on the school focus and their PGP. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
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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.

Head Start Preschool Programs:

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

4. Regular Monitoring and SIP Revision

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

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 subcategories:

- Once beginning of the year assessments are completed and analyzed, the SIP committed review budgets along with school programs to make adjustments so that core instruction and interventions meet the current needs of the school population. BURST groups, computer program data and other intervention programs are adjusted throughout the year based on student progress (DIBELS data, formative assessments, interim assessments, CBA’s). Data is analyzed during Professional Learning Community meetings to evaluate instructional practices and to review grade level strengths/weaknesses or order to target specific skills. The SPED team specifically reviews SPED student data to monitor targeted skill growth during monthly sped meetings and the SIP committee monitors EL data to review programs and adjust instruction.

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 meets in July/August to review the previous year’s SIP evaluation and data prior to planning programs for the next school year. Once beginning of the year diagnostic data is compiled, along with previous school year CRT and index data, the SIP committee meets again to review instructional plans and make any necessary adjustments. The SIP committee continues to meet at least once quarterly to review progress monitoring data and interim data.

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

- Results of assessments are reported to stakeholders through the School Report Card published on Louisiana Believes State Website along with the district and school “Fact Facts” information sheet. In addition, results are shared at Open House, PTA General Membership meetings and Title I Family Events. Results are posted on the school website and are available in the front office in the SIP plan binder for the public to view.

2018-2019 Committee Members

School Improvement Planning Committee

Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP

Members Include:

- **Principal: Kathryn Y McDowell**
- **Assistant Principal: Sheryl Thomas**
- **Student:**
- **Teacher: Felicia Bridges**
- **Teacher: Lori Joiner**
- **Teacher: April McCoy**
- **Teacher: Kiaun Williams**
- **Teacher: Gwendell Garrett**
- **Teacher: Karley Barduca**
- **Teacher: Maria Rupert**
- **Para: Brandy Peyton**
- **Parent/Family: Rachael Landry**
- **Parent/Family: Shamia Marks**
- **Community Member: Lynn Ford**

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- **Principal: Kathryn Y McDowell**
- **Student:**
- **Teacher: Felicia Bridges**
- **Teacher: Janet Causey**
- **Teacher: Katie Lemons**
- **Teacher: Teresa May**
- **Counselor: Harrieshia Howard**
- **Parent/Family: Sandra Huete**
- **Parent/Family: Drecea Miles**
- **Parent/Family: Rachael Landry**
- **Parent/Family: Norma Walsh**