

**2018-2019
SCHOOL IMPROVEMENT PLAN**

Carolyn Park Middle



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

3/11/2019

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
The strongest assessment index was for the whole school at 58.7 in 2016.	The whole school index assessment in 2018 was our weakness at 53.0.
In 2018 all subject areas for 6 th grade increased, however they are still lower than the scores in 2016. 4 th grade performed better in math on the assessment index for the past two years.	The whole school assessment index decreased from 58.7 in 2016 to 53.0 in 2018. The SPS decreased from 75.5 in 2016 to 60.2 in 2018.
All grades increased their percent proficient in written expression by at least 10% from 2016 to 2018.(4th by 12%, 5th by 12%, 6th by 10%).	6 th grade assessment index in ELA was the lowest in 2 of the 3 last years. 4th grade math index decreased 12% from 2017 to 2018. 5 th grade math index decreased 20% from 2017 to 2018.
The ELA sub category written expression showed the largest growth. In 4th grade ELA was the highest sub category with 51%. ELA has been the highest performing subject area in 4th and 5 th grade for 2 of the past 3 years.	Math had the biggest decrease in proficiency scores with major content being the sub category demonstrating the biggest weakness in all grade levels. Additionally, social studies had the overall lowest index scores in all grades for the past 3 years.
The subgroup of two or more races demonstrated a potential strength with 79.5 in ELA and 62.5 in math. However, they have not consistently showed this data trend.	Both subgroups of ELL and students with disabilities show a weakness that does trend over the past three years. In 2018 ELL have an index score 10.7 in ELA and students with disabilities received an index score of 22.6 in math.
The white subgroup and the economically disadvantaged subgroup both showed increases in ELA over the past two years. The white subgroup grew from 66.4 in 2016 to 78.1 in 2018. The Hispanic subgroup grew from 56.7 in 2016 to 59.9 in 2018.	The black subgroup has shown a decline over the past three years. In 2016 the black subgroup had 59.4 to 43.8 in math in 2018. The students in the subgroup economically disadvantaged declined in math from 55.2 in 2016 to 45.3 in 2018. The students with disabilities subgroup decreased 10 points in ELA from 2017 to 2018.
Student in the subgroup two or more races and students with disabilities both decreased the achievement gap. The subgroup two or more raced went from 7.6 in 2016 to 0 in 2018 in math. The subgroup students with disabilities decreased the achievement gap from 47.2 in 2016 to 39.9 in 2018 in math.	The black and economically disadvantaged subgroups had an increase in the achievement gap from 2016 to 2018.The black subgroup gap increased in math from 4.9 to 18.7 in 2018. The economically disadvantaged subgroup gap increased in math from 9.1 to 17.2 in 2018.
The subgroups of two or more races and the white subgroup in ELA show a potential strength. In 2016 the two or more races subgroup had 71.1 and grew to 79.5 in ELA in 2018. The white subgroup had a 66.4 in 2016 and grew to 78.1 in ELA in 2018.	The subgroups of economically disadvantaged and black indicated a weakness in math. In 2016 the black subgroup in math went from 59.4 to 43.8 in 2018. The subgroup economically disadvantaged went from 55.2 in 2016 to 45.3 in math in 2018.

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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

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 Subgroup Goal*

1. From spring 2018 to spring 2019 our whole school math assessment index will increase by 10.5 points from 49.5 to 60.0 on LEAP 2025.

2. From spring 2018 to spring 2019 our whole school social studies assessment index will increase by 10 points from 35.5 to 45.5 on LEAP 2025.

3. From Spring 2018 to Spring 2019 the students in the subgroup “students with disabilities for the Whole School” will increase as follow:
ELA: Increase by 10 points from a 32.8 to a 42.8
Math: Increase by 10 points from a 22.6 to a 32.6

4. The total suspension rate will decrease from 11.1% in 2018 to 5.0% in 2019 as recorded in Jpams.

5. From spring 2018 to spring 2019 our whole school ELA assessment index will increase by 5.9 points from 64.1 in 2018 to 70.0 in 2019 on LEAP 2015.

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"> • At least 2 parents on SIP committee • Parental survey analysis in May • School website has feedback option for parents all year • Comment Cards in front office all year • Committee meets in September, December, and May <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Results are shared through Power-point shown at Walk in the Park in August 8th from 4:00 to 6:00 P.M. 2018 	<p>Goal(s): 1,2,3,4 and 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: Paper Cardstock computers</p>	<p>Effectiveness Measure: Title I Spring Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • Parents are on the SIP committee and Title I committee • Input from PTA is used in SIP and Title I committee meetings • Comment cards in front office 	<p>Goal(s): 1,2,3,4 and 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 	<p>Items Needed: Website Paper Computer Cardstock</p>	<p>Effectiveness Measure: Title I Spring Survey</p>

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<ul style="list-style-type: none"> Website and e-mail for parents to leave input 		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results:
<p>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"> Agendas-Dates for important events are listed, assignments are also listed in the agenda. These are distributed in August Graded student work is sent home in folders called "Eagle Eye" every Thursday during the school year. Serves as parent teacher communication There will be 6 Parent/Family Engagement activities scheduled during the year Student Progress Center is available to parents to review grades 	Goal(s):	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input 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: Agendas Plastic folders	Effectiveness Measure: Title I Spring Survey <hr/> Effectiveness Results:
<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. 	Goal(s):	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 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: Translator as needed Paper Ink Computer	Effectiveness Measure: Title I Spring Survey <hr/> Effectiveness Results:

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<ul style="list-style-type: none"> Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 				
<p>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.</p>				
<p>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>				
<p>Parent Family Engagement Activity 1: Walk in the Park August 8th</p> <ul style="list-style-type: none"> Review of SIP for current year. Show parents how to view and navigate the website Review data from testing Review the SIP evaluation from previous year Review data from parental survey 	<p>Goal(s): 1,2,3,4 and 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> <ul style="list-style-type: none"> Postage Website Paper Poster maker ink cartridge Poster maker paper 	<p>Effectiveness Measure: Title I Spring Survey Attendance Rate</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2: Candy Quest Night-October 24th 6-7:30</p> <ul style="list-style-type: none"> Map reading and informational texts skills will be used by students and parents to match skills needed on LEAP assessments 	<p>Goal(s): 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 	<p>Items Needed:</p> <ul style="list-style-type: none"> Postage for invitations Computers Poster maker ink cartridge 	<p>Effectiveness Measure: Exit Survey Attendance Rate</p>

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Ink cart Poster maker paper Web-site Envelopes Candy	Effectiveness Results:
Parent Family Engagement Activity 3: Ride the Literacy Express December 19th 6-7:30 <ul style="list-style-type: none"> Parents will learn the about strategies to help make their students better readings. Students will participate in reading activities to help foster a love of reading. 	Goal(s): 3 and 5	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input 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: Computers Poster maker ink cartridge Ink cart Poster maker paper Web-site Envelopes Milk and cookies	Effectiveness Measure: Exit Survey Attendance Rate
				Effectiveness Results:
Parent Family Engagement Activity 4: SWD collaboration Meeting <ul style="list-style-type: none"> Collaborative meetings for student with disabilities including parents, regular education teacher, and SPED teacher Two meetings during the 2018-2019 (End of August and January) Parents will receive data and plan of action for supports that students are receiving and/will receive Parents will receive updates on student achievement and progress. Parenting tip resources will be shared and discussed at the meetings. 	Goal(s): 3	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input 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: Computers Paper Ink Folders Substitutes for teachers	Effectiveness Measure: Exit Survey
				Effectiveness Results:

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<p>Parent Family Engagement Activity 5: Picnic in the Park March 20th 11:00-12:40</p> <ul style="list-style-type: none"> Restorative practices information will be provided by the counselor for parents. Each grade level will go outside and eat with their parents as the counselor presents Restorative Practices. 	<p>Goal(s): 4</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Computers Poster maker ink cartridge Ink cart Poster maker paper Web-site Envelopes Lemonade Freezie-pops</p>	<p>Effectiveness Measure:</p> <p>Exit Survey Attendance Rate</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 6: Parent/guardian breakfast November 14th 7:30-8:30 A.M.</p> <ul style="list-style-type: none"> Parents will receive strategies for working with students at home using technology. TRT and Instructional coach will teach parents how to use Jpams, Relflex math, and IXI at home. 	<p>Goal(s): 1,3, and 5</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 type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Postage Computers Poster Maker Ink cart Poster maker paper Web-site Envelopes Parenting Skills pamphlets Brochures</p>	<p>Effectiveness Measure:</p> <p>Exit Survey Attendance Rates</p> <hr/> <p>Effectiveness Results:</p>

3. SCHOOLWIDE PLAN STRATEGIES

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

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

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"> • 1 para-professional will assist 4th, 5th, and 6th grade teachers in ELA during small group interventions. She will assist in setting up and monitoring stations. • Tutors will assist ELA teachers during their intervention time using the ERLA and toolkit working on reading skills. • IXL program for Math and ELA. This program is diagnostic and prescriptive for all students. This program will be used to supplement core instruction. Para-professional will assist students using this program to increase accuracy in math skills and reading proficiency. • USA Studies Weekly to assist students in social studies with reading and responding to document based questions. • A CSR teacher will be used in 5th grade to offset the classroom numbers. She will be teacher all subjects in a self-contained setting. • Classroom teachers will be organized as partner teachers where one teacher will teach ELA and the other Math and 	<p>Goal(s): 1,2,3, and 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> <ul style="list-style-type: none"> Laptops Printer ink cartridges for Title I classroom printers Toner cartridges Copy paper Subscription Folders Binders Poster maker ink cartridge Poster maker paper 	<p>Effectiveness Measure: LEAP 360</p> <hr/> <p>Effectiveness Results:</p>

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<p>Science. Each teacher will teach social studies to their homerooms.</p> <ul style="list-style-type: none"> • Intervention schedules will consist of 30 minutes added to each ELA and Math classes to focus on skill deficits. • Teachers will create centers based on student needs, differentiated for all students in the class. • Math teachers will work with the state remediation guide and provide problem sets for students in need. <ul style="list-style-type: none"> • ELA teachers will use additional literary text sets to assist in reading comprehension 				
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • LEAP 360- Web based assessment program to determine skill gaps in ELA and math. • Unit Pre-Post tests in ELA and Math to measure student growth • SLT (Student Learning Targets) used to measure teacher effectiveness of students • LEAP 2025 State assessment to measure mastery in Math, ELA, Science, and Social Studies. • LEAP 2025 Writing Rubric- Used to measure student writing skills. • Professional Learning Communities for ELA and Math will meet every other week to assist in planning for common unit assessments for those subjects. 	<p>Goal(s): 1,2,3, and 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 <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>Computers LEAP data Paper Printer ink cartridges for Title I classroom printers Toner cartridges</p>	<p>Effectiveness Measure: LEAP 360</p> <hr/> <p>Effectiveness Results:</p>

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<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Administration will provide lesson plan template with area for differentiation. • SPED curriculum specialist and school instructional coach will model lessons for teachers. • Adaptive novels are used in ELA resource classes to scaffold the text. • Silvaroli is comprehensive ELA assessment given to students with disabilities to help determine interventions needed in ELA. • Math CBA is an assessment given to students with disabilities to help determine interventions needed in math. • Achieve 3000 provides informational texts at differentiated Lexile levels for all students with disabilities weekly. • LEAP Connectors is a curriculum designed and aligned with Louisiana Student Standards in ELA, math, and science that allows teachers to create equitable educational opportunities for students with significant disabilities. 	<p>Goal(s): 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>Programs Paper Folders Binders Computers Printer ink cartridges for Title I classroom printers Toner cartridges</p>	<p>Effectiveness Measure: LEAP 360 IEP progress monitoring</p> <hr/> <p>Effectiveness Results:</p>
<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>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"> • ESL para provides supplemental instruction to EL students by pushing in the classroom and pulling students when necessary. • EL students use Rosetta Stone program for English immersion when the ESL para pulls them from ELA class. 	<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>Computers Paper Rosetta Stone Computer program Printer ink cartridges for Title I classroom printers Toner cartridges</p>	<p>Effectiveness Measure: ELPT Scores</p> <hr/> <p>Effectiveness Results: ELPT scores</p>

Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Data analysis of LEAP scores in August will identify students in need of intervention. Students scoring below basic will be identified. • Data analysis of IXL diagnostic scores in August • DIBELS scores for incoming 4th graders will be reviewed to identify struggling readers. • Silvaroli will be administered to identified students for reading fluency and comprehension assessments • Data analysis of LEAP 360 diagnostic assessment in September will assist in determining what students will need interventions in math and ELA • Data analysis of IRLA(Independent Reading Level Assessment) reading assessment in September. • Complete data analysis form through framing. • Review and adjust • 	<p>Goal(s): 1,2,3 and 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>Paper ink Computers Paper Folders Binders Markers Highlighters Printer ink cartridges for Title I classroom printers Toner cartridges</p>	<p>Effectiveness Measure: LEAP 360</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • 2 tutors will be assigned to work with individual students identified through diagnostic assessments. Tutors will pull students during intervention times for ELA and math. • Title I para assists students during intervention times in ELA and Math by working with high achieving students while the teacher works with struggling students. • IXL program will be used for all students as a practice at home for ELA and Math skills. Students may be assigned IXL during intervention time as well. • IRLA and the toolkit will be used by the interventionist, tutors and teacher daily in ELA intervention periods. • Achieve 3000- Program used to differentiate informational text for students in social studies on a weekly basis • Reflex math- Computer program used for students identified through the Teacher Assistance Team and the 	<p>Goal(s): 1,2,3,and 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>Binders Computers Paper Markers Folders Binders Printer ink cartridges for Title I classroom printers Toner cartridges</p>	<p>Effectiveness Measure: LEAP 360</p> <hr/> <p>Effectiveness Results:</p>

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<p>Student Assistance team that needs more fact fluency practice. A Breakfast Club will be created to invite these students before school begins to work on these skills.</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"> • TAT- Teacher assistance team- Committee that meets weekly to assist the teacher providing interventions for students. This team consists of the counselor, sped teacher and regular education teacher. • SAT- Student Assistance Team- Committee that meets weekly to determine special education status. The committee consists of the TRT, Pupil appraisal representative, Speech Teacher, Assistant principal, and referring teacher and parent. 	<p>Goal(s): 1,2,3,4and 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>Binders Computers Paper Binders Folders Printer ink cartridges for Title I classroom printers Toner cartridges</p>	<p>Effectiveness Measure: LEAP 360 Jpams discipline data and grades</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>Students with Disabilities:</u></p> <ul style="list-style-type: none"> • Reflex Math licenses are issued to increase fluency for students with disabilities. Be more specific. • Project Read will be used for students exhibiting dyslexia characteristics. This program will be administered by a sped teacher as needed. • IRLA and the toolkit will be used by students returning to the regular ed classroom setting. 	<p>Goal(s): 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>Computers Printer ink cartridges for Title I classroom printers Toner cartridges Paper Folders binders</p>	<p>Effectiveness Measure: LEAP 360</p> <hr/> <p>Effectiveness Results:</p>

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<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • Rosetta Stone computer program for English immersion to be administered by the ESL para on an as needed basis. • ELS para support to assist ESL by pulling them out of class and providing instruction as needed. 	<p>Goal(s):</p> <p>5</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Computers</p> <p>Paper</p> <p>Printer ink cartridges for Title I classroom printers</p> <p>Toner cartridges</p> <p>Folders</p> <p>Binders</p>	<p>Effectiveness Measure:</p> <p>ELPT Scores</p> <hr/> <p>Effectiveness Results:</p>
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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"> • Kids in Transition (KIT) program to assist homeless students • Chorus in school program to promote individual student success. • Band program to learn to read and play music (5th and 6th) • Physical Education to learn exercises and sportsmanship. • Music appreciation for all students. • Speech for students to improve communication. • Special Education IEP specific: Adaptive PE for students with specific physical needs to participate in P.E. • Occupational therapy • Physical therapy • Assistive Technology • Library 	<p>Goal(s): 1,2,3,4 and 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: Musical sheets Band equipment Sporting equipment AT materials Band equipment repair</p>	<p>Effectiveness Measure: LEAP 360</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"> • All three grade levels will attend one field trip for 2018-2019 that is aligned with school level weaknesses. • After school Robotics club to promote the development of STEM. All students are eligible to apply for this club but 20 will be identified through the sponsors. 	<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: Funds to defray costs of trips First Lego League Registration Kit Poster maker ink cartridge Poster maker paper Badge maker ink</p>	<p>Effectiveness Measure:</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). 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): 1,2,3,4,5</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:</p> <p>Computers Paper Folders Binders Ink</p>	<p>Effectiveness Measure:</p> <p>J-Pams Data Suspension rate and grades. TOV data</p> <hr/> <p>Effectiveness Results:</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> • Individual and group sessions occur weekly • Peer mediation is taught • Classroom counseling sessions weekly 	<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:</p> <p>Computers TV Paper Printer ink cartridges Toner cartridges</p>	<p>Effectiveness Measure:</p> <p>J-Pams Data Suspension Rate and grades TOV data</p> <hr/> <p>Effectiveness Results:</p>

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Implementation of a schoolwide tiered model to prevent and address problem behavior:				
<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • Positive behavior interventions and support: PBIS program rewards good student behavior by rewarding them with “eagle bucks” from every staff member that can be used to buy school supplies. • Check in/Check out program: Program that has students evaluated on a daily basis from 1 to 3 on how well they met their behavior targets for each class. • Ripple Effects: Computer program that students will use when in In School Suspension. This program teaches successful social strategies. • In school suspension- Used as an alternative to Out of school suspension. • Saturday School- Another alternative to out of school suspension. 	<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 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>ISS Para Computers PBIS materials Paper Printer ink cartridges for Title I classroom printers Toner cartridges Folders Binders Badge maker ink Poster maker ink Poster maker paper</p>	<p>Effectiveness Measure:</p> <p>J-pams data Student percentage Check In/Out data</p> <hr/> <p>Effectiveness Results:</p>
Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • 3rd Grade students and parents visit CPMS in early May to familiarize them to our campus • 6th grade students are visited by Slidell Jr. High personnel to describe expectation of 7th graders. 	<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 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 Postage Computers Printer ink cartridges for Title I classroom printers Toner cartridges Folders Poster maker ink Poster maker paper</p>	<p>Effectiveness Measure:</p> <p>Participation numbers/Surveys</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"> • PLC meet biweekly for two hours . ELA one week and Math the next week. 4th ,5th , and 6th grade teachers for each subject. • Teacher will facilitate the PLC. • LEAP 2025 data is reviewed • Data is reviewed from the previous week’s common assessment. • Administration is present at all PLC meetings. • Professional Development is provided on a need basis • LEAP 360 results are reviewed • Common assessments for following week are calibrated. • Collaboration for planning of next weeks lessons. • Instructional coach provides support and assistance during PLCs. 	<p>Goal(s): 1,2,3,5</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>Paper Binders Markers Computers Ink Substitutes for Teachers</p>	<p>Effectiveness Measure: LEAP 360</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Staff will attend district professional development as it is offered. • Professional development for intervention implementation Interventionist will provide PD on ERLA and the toolkit. • Professional development will be given at monthly faculty meetings and will be determined by district information provided during principal meetings. 	<p>Goal(s): 1,2,3,5</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 checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>PD books Funds for teachers to attend PD Funds for workshops</p>	<p>Effectiveness Measure: LEAP 360 Teacher Surveys</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>

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Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

- 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.

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/sub-claims, and subgroups:

- SIP team used Jpams, TAT, SAT, Reflex, IXL data and common assessments to review student growth. The data is used to guide professional development and instruction for the next quarter.

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: SIP committee meets quarterly to plan and review. JPams, LEAP 360 data, mid-year assessment data and SLTs are used to measure the effectiveness of the plan.

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

- Faculty and staff are presented the evaluation results when returning to school in August.
- We create a power-point and present to parents at Walk in the Park and Open House.

2018-2019 Committee Members

<p align="center">School Improvement Planning Committee Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p>	<p align="center">Parent/Family Engagement Committee Responsible for the Implementation of the PFE Activities in the SIP</p>
<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Patrick Mallory • Student: • Teacher: Caroline May • Teacher: Julia April • Parent/Family: Tasha Jones • Parent/Family: Jimmy Ewing • Community Member: Terry O’Malley 	<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Patrick Mallory • Student: • Teacher: Caroline May • Teacher: Julia April • Parent/Family: Tasha Jones • Parent/Family: Jimmy Ewing • Parent/Family: