

**2018-2019
SCHOOL IMPROVEMENT PLAN**

Marigny Elementary



St. Tammany Parish Public Schools

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

3/15/2019

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
In the fall of 2018, 77% of first grade students were at Benchmark on the DIBELS assessment.	On the DIBELS assessment, in fall of 2017, 22% of students are Well Below Benchmark in kindergarten. In spring 2018, 20% of first grade students scored Intensive.
The Student Growth to Mastery Index in 2018 for third grade is a potential strength with a score of 95.3 points.	The Assessment Index in 2018 for third grade is a potential weakness with a score of 94.0 points.
The Math LEAP 2025 index scores increased by 3.8 points from 2017 to 2018. The ELA LEAP 2025 index score increased by 14.4 points from 2016-2017. The School Performance Score increased 3.2 points from 2016-2017.	The Social Studies LEAP 2025 index score decreased by 11.0 points from 2017 to 2018. The ELA LEAP 2025 index score decreased by 5.0 points from 2017 to 2018. The School Performance Score decreased in 2017-2018 by 2.2 points.
On the 2018 LEAP 2025 for third grade, a potential strength is in the subcategory of Solving Problems with Any Operation in the subject area of Math (77% of students scored Advanced and/or Mastery).	On the 2018 LEAP 2025 for third grade, a potential weakness is in the subcategory of History in the subject area of Social Studies (66% of students scored Basic or below).
According to the assessment index, math is a potential subject area of strength in 2015-16 (101.2 points) and 2017-18 (100.4 points) for third grade on the LEAP 2025.	Social Studies is a potential area of weakness with the lowest index score for the past three years for third grade on the LEAP 2025. (2015-16 - 87.6, 2016-17 - 84.9, 2017-18 - 73.9).
The third grade White subgroup has the highest index score on the Math 2018 LEAP 2025 with an index score of 105.9 points.	The third grade Black subgroup has the lowest index score on the Math 2018 LEAP 2025 with an index score of 66.4 points.
The Students with Disabilities subgroup has increased on the 2018 LEAP 2025 in both ELA Assessment Index(80.2 points) and Math Assessment Index (78.7 points) in 2018.	A potential area of decline is the Black subgroup in both ELA (73.6 points) and Math (76.4 points) in third grade on the LEAP 2025.
The Achievement Gap for the Students with Disabilities subgroup continues to decrease on the LEAP 2025 with a gap of 34.1 points (2016) to 22.6 points (2017) to 21.1 points (2018).	The Achievement Gap for the Economically Disadvantaged subgroup continues to increase their gap from 16.8 points (2016) to 18.1 points (2017) to 20.4 points (2018) on the LEAP 2025.
The Students with Disabilities subgroup increased from 56.1 points (2016) to 79.8 points (2017) and 80.2 points (2018) in third grade on the LEAP 2025 ELA index.	A potential area of decline is the Black subgroup in both ELA (73.6 points) and Math (76.4 points) in third grade in 2018 on the LEAP 2025.

Marigny Elementary 2018-2019

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 the percentage of students achieving Mastery or Above on the LEAP 2025 Social Studies Assessment in grade 3 will increase by 15 percentage points from 49% to 64%.
2. K-1 students will increase reading achievement by increasing the percentage of students scoring At or Above Benchmark on DIBELS Next by 10 percentage points from Fall to 2018 to Spring 2019 as follows: Kindergarten 66% to 77% and First Grade 68% to 78%.
3. From Spring 2018 to Spring 2019 the students in the Black Subgroup will increase the Math Index Score on the LEAP 2025 in grade 3 by 10 points from 66.4 points to 76.4 points.
4. From Spring 2018 to Spring 2019 the percentage of students achieving Mastery or Above on the LEAP 2025 in the Math Subcategory –Solve Time, Area, Measurement, & Estimation Problems in grade 3 will increase by 10 percentage points from 58% to 68%.

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> In November, the principal will share our current data and SIP plan for the coming year at the General PTA Meeting.</p> <p><u>Evaluation:</u> Parents will be encouraged to give feedback and/or ask for additional information by e-mailing the principal.</p>	<p>Goal(s):1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: end of year 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"> • The administrative team meets monthly with the PTA board to plan, implement, and evaluate schoolwide activities. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p>	<p>Effectiveness Measure: End of year survey</p>

Marigny Elementary 2018-2019

<ul style="list-style-type: none"> We will host quarterly PTA meetings in the evenings in August, November, February, and May to invite parents to see what students are learning and what's happening at Marigny. Parents will be encouraged to complete surveys regarding their child's education. 		<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>
<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"> Weekly newsletters from classroom teacher Monthly school newsletters (Starfish Scoop) Robo calls from principal about events, important information schoolwide Teacher websites that teachers update weekly with class information and curriculum being taught Starfish Binders that serve as a daily school to home communication Meet and Greet, Open House, Curriculum Night held at the beginning of school for parents to become familiar with Marigny and the curriculum 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <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: Paper, copy machine</p>	<p>Effectiveness Measure: End of the year survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: End of the year survey</p> <hr/> <p>Effectiveness Results:</p>

Marigny Elementary 2018-2019

<p>Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</p> <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><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.</i></p> <p><i>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.</i></p>				
<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Starfish Showcase-Parents are invited to a night enriched with math, literacy, science, and social studies activities. Teachers plan and implement activities that students are currently learning in order to show parents how to support their students learning at home. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Copies, copy machine, items for activities (such items include certain manipulatives, work mats, etc.)</p>	<p>Effectiveness Measure: Exit ticket</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Curriculum Night-Parents are invited to curriculum night at the beginning of the school year. Parents meet in their child's classroom with the teacher to learn about procedures and routines in class as well as pertinent curriculum information for the upcoming year 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Copies, copy machine</p>	<p>Effectiveness Measure: Parent survey</p>

Marigny Elementary 2018-2019

		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results:
Parent Family Engagement Activity 3: <ul style="list-style-type: none"> Cultural Arts Day-Students, teachers, parents and community partners partake in a social studies based learning day. Parents volunteer to help students learn about different cultures and the day is tied cross curriculum to enhance all subject areas. 	Goal(s): 1	Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Items Needed: Items for each activity, community volunteers, parent volunteers	Effectiveness Measure: End of year survey
				Effectiveness Results:
Parent Family Engagement Activity 4: STEM Day-Students, teachers, parents and community partners partake in a science based learning day through hands on activities. Parents and other community stakeholders volunteer to help students learn about science, technology, engineering and math.	Goal(s): 3,4	Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Items Needed: Materials for science experiments	Effectiveness Measure: End of year survey
				Effectiveness Results:

Marigny Elementary 2018-2019

<p>Parent Family Engagement Activity 5:</p> <ul style="list-style-type: none"> What Happens After Kindergarten Meeting-Parents are invited to this meeting during the month of April. Parents meet in the gym and receive information about the T-1 and first grade curriculum for the following school year. The administrative team, kindergarten teachers, and 2-3 first grade teachers attend the meeting to answer any questions parents may have. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: handouts</p>	<p>Effectiveness Measure: Exit ticket</p>
<p>Parent Family Engagement Activity 6:</p> <ul style="list-style-type: none"> Teachers compile individual student reading data (DIBELS, Reading A-Z, current reading grade) and send home to parents. Every child will receive an individualized packet aligning with their current reading level. <p>Parents will have the option to conference with their child's teacher to discuss their child's reading performance and other ways for them to support their child.</p>	<p>Goal(s): 2</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 checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Reading passage copies, letter to parents</p>	<p>Effectiveness Measure: Conference notes</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"> • Guided Reading-small group teacher led instruction based on individual reading levels of each student. • Teachers use the Guaranteed Curriculum to enhance teaching and use as a guide to drive instruction especially in the area of Science and Social Studies. • The implementation of ReadyGen Curriculum Resources for ELA/Reading instruction in order for students to enhance their literacy skills. • The implementation of Eureka Curriculum Resources for core math instruction for all students. • Transitional First Grade is offered as a year for students who need more time to mature emotionally, socially, academically, and/or behaviorally. • The implementation of OWL curriculum resources for core instruction in pre-k. 	<p>Goal(s): 1, 2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" 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: Reading A-Z resources, copies, copy machine, manipulatives and/or teaching materials, Eureka resources, ReadyGen resources. Owl resources</p>	<p>Effectiveness Measure: DIBELS, learning walks, lesson plans, Reading A-Z monthly benchmarks, SLTs, GOLD Strategies.</p> <hr/> <p>Effectiveness Results:</p>

Marigny Elementary 2018-2019

<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • DIBELS benchmark and progress monitoring assessments are used to inform reading instruction. • Common Formal Assessments are used in the area of ELA and Math to monitor student growth and inform future instruction. • Teachers use weekly assessments in Science and Social Studies to monitor student growth and inform future instruction. • Teachers assess students monthly using Reading A-Z benchmark passages to track students reading levels and inform small group reading instruction. • Teacher use GOLD Strategies and OWL assessments to assess pre-K students’ overall academic, social, emotional and motor growth throughout their pre-k year and inform instruction. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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: DIBELS materials, Reading A-Z resources, copies, copy machine, manipulatives and/or teaching materials, Eureka resources, ReadyGen resources. Owl resources, GOLD Strategies resources.</p>	<p>Effectiveness Measure: DIBELS, learning walks, lesson plans, Reading A-Z monthly benchmarks, SLTs, GOLD Strategies.</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Ready Up Intervention Manual utilized to support students who need additional support. • ReadyGen Scaffolding Handbook utilized to support students in inclusive class setting. • Project Read small group lessons utilized to support students in developing foundational reading skills. • Provide small group direct instruction in all core areas in the regular class as well as in resource setting and RNC setting. • Small group direct instruction utilizing math manipulatives to support students in the area of math. • Paras and special education teachers support student learning in inclusive classroom setting as well as in the resource setting and RNC setting. 	<p>Goal(s): 1, 2,3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Ready Gen Resources Project Read materials Math manipulatives</p>	<p>Effectiveness Measure: Progress Reports</p>

Marigny Elementary 2018-2019

<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"> An EL para provides support to our EL students in the regular classrooms. EL-Regular Ed teacher works with EL para to immerse the EL learner into the English language. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input 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: Copies, copy machine, resources for instruction</p>	<p>Effectiveness Measure: ELPT data</p> <hr/> <p>Effectiveness Results:</p>
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Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> DIBELS-analyze results to see students pre-reading levels of readiness Reading A-Z-assessing students benchmark reading level to determine need for support SAT-The team will determine area(s) of need and collaborate to develop a course of action. Analyze math assessment results 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Reading A-Z passages, Copies, copy machine, Intervention materials</p>	<p>Effectiveness Measure: Progress Monitoring SLTs SAT IRP 1 and 2</p> <hr/> <p>Effectiveness Results:</p>
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Marigny Elementary 2018-2019

<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • SAT-The team develops interventions and strategies for the teacher to help the student. • Weekly tutoring-once a week students are pulled for 30 minutes to work on reading skills • Guided reading-based on reading levels, teachers group students to provide explicit leveled reading instruction. Guided reading is during core ELA instruction time and is done a minimum of 3 times a week. • IEP data tracking-special education teacher will work with regular education teacher to monitor the SWD math progress • Special ed teacher and regular ed teacher will monitor SWD to determine if more minutes are needed in a different setting to focus on math instruction 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: tutoring manipulatives, copies, copy machine, intervention tools</p>	<p>Effectiveness Measure: SAT IRP-3 IEP data charting Tutoring progress monitoring Reading A-Z reading levels</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"> • SAT-The team reconvenes to restructure interventions or see if an evaluation is necessary for additional support. Special ed teacher and regular ed teacher will monitor the black subgroup to determine if more minutes are needed in a different setting to focus on math instruction. If more minutes are needed or goals need to be adjusted the IEP team will reconvene. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Copies, copy machine</p>	<p>Effectiveness Measure: Data charting, results if SAT and IEP meetings</p> <hr/> <p>Effectiveness Results:</p>

Marigny Elementary 2018-2019

<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Ready Up Intervention Manual utilized to support students who need additional support. • ReadyGen Scaffolding Handbook utilized to support students in inclusive class setting. • Project Read small group lessons utilized to support students in developing foundational reading skills. 	<p>Goal(s): 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 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: ReadyGen materials, project read materials</p>	<p>Effectiveness Measure: Progress monitoring, data charting</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions 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 LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. • EL-Regular Ed teacher works with EL tutor to immerse the ESL learner into the English language. 	<p>Goal(s): 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 <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Teacher resources, translator</p>	<p>Effectiveness Measure: ELPT data</p> <hr/> <p>Effectiveness Results:</p>

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"> • EL teacher and Regular Ed teacher work together to immerse the ESL learner into the English language. • Gifted Enrichment students are pulled out twice a week to provide hands on experiences to enrich learning. • Special Ed-instruction for students who need additional support • Inclusion-co-teaching in the Regular Ed classroom to support student learning in grades Pre-K through 1. • Speech teachers incorporate curriculum into their speech lessons to support student learning. • Students attend PE, art, music, and library once a week for enrichment. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Copies, copy machine</p>	<p>Effectiveness Measure: ELPT data, progress reports, SLT data</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"> • Field trips-students are provided with the opportunity to go off campus and explore real world application • ESY-students attend school during the summer to work on specific goals, according to their IEP. • STEM-students have the opportunity to participate in Science, Technology, Engineering, and Math activities in a lab setting, based on science standards. • K-Kids-students are given the opportunity to work with our community partner, the Kiwanis, to participate in philanthropic/service opportunities. • Garden-students participate in volunteer led lessons to plant, harvest, and cook homegrown food from our school garden. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: STEM manipulatives, K-Kids meeting resources, copies, copy machine, garden supplies</p>	<p>Effectiveness Measure: End of year survey</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): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Outcome chart</p> <hr/> <p>Effectiveness Results:</p>
<p>Counseling 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 counselor 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 counselor for varying amounts of time dependent on need. The school's administrators will monitor implementation of the counseling program. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Outcome chart</p> <hr/> <p>Effectiveness Results:</p>

Marigny Elementary 2018-2019

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 Support (PBS) lessons will be taught by teachers, the MHP, the counselor, and other school personnel that emphasize behavioral expectations for all students in all situations at Marigny. • Tier 1-Teachers and other school personnel will reinforce positive behaviors by using daily, weekly, monthly, and quarterly incentives. • Tier 2-Administration, parents, and teacher will meet to devise a plan based on students target behavior. (check in/check out with a coach, special job) • School Resource Officer is on campus at all times to support positive behavior amongst students. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <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: PBS incentive supplies for daily, monthly and quarterly rewards for students, copies of star slips</p>	<p>Effectiveness Measure: Monthly PBIS 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"> • Incoming Students-During the spring of each school year incoming students as well as current Pre-K students will have the opportunity to visit and tour Marigny Elementary. Prior to the first day of school in August all students are provided with the opportunity to see their classroom and meet their teacher at Meet and Greet. • Incoming students from local daycares will have the opportunity to come and tour Marigny and learn about their new school. • Outgoing students-First grade students get an opportunity to visit our feeder school Magnolia Trace. • Special Education teachers meet with feeder school teachers and/or administrative team to attend and review IEPs and transition plans to ensure a smooth successful transition to Magnolia Trace. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Snacks for tour, copy machine, copies</p>	<p>Effectiveness Measure: End of year survey</p> <hr/> <p>Effectiveness Results:</p>

Professional Development

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

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> PLCs are scheduled for teachers monthly for two hours. Principal, Assistant Principal, TRT, and teachers are in attendance. Teachers focus on ReadyGen instruction. 	<p>Goal(s): 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 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: PLC binders, copies, copy machine</p>	<p>Effectiveness Measure: Reflection, end of year survey, SLTs, Reading A-Z data</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> Faculty meetings for parish and state-mandated trainings Parish required PD days – Focusing on Curriculum and Instruction, Assessment, SpEd After-school, before-school, and district sponsored professional development New Teacher Meetings-held prior to school starting for new teachers to familiarize them with procedures and routines at Marigny. New teachers are given a mentor to assist them throughout the year as needed. Learning Walks-learn from one another about Guided Reading instruction and other subjects if needed Grade-Level Meetings-monthly meetings to discuss grade level needs and student achievement 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Substitutes, handouts, meeting supplies</p>	<p>Effectiveness Measure: SLT's, DIBELS, Reading A-Z data, evaluation/survey</p> <hr/> <p>Effectiveness Results:</p>

Marigny Elementary 2018-2019

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/subclaims, and subgroups:

- The SIP committee and grade level chairs meet throughout the year to discuss school wide programs and activities to determine effectiveness and to assist in planning for the upcoming school year.
- During faculty and PTA meetings the SIP Committee reports the goals of the SIP and the effectiveness of the activities to ensure that students are highly engaged and performing to their highest potential.

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:

- Throughout the school year the SIP committee will analyze data from DIBELS, Reading A-Z, SLT’s, Gold Strategies, and DRDP to determine students’ growth pertaining to the goals targeted in the SIP.

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

- During faculty and PTA meetings the SIP Committee reports the goals and results of the SIP and the effectiveness of the activities to ensure that students are highly engaged and performing to their highest potential.

2018-2019 Committee Members

School Improvement Planning Committee

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

Members Include:

- **Principal: Leslie Martin**
- **Student:**
- **Teacher: Kristen Ellis**
- **Teacher: Lauren Coxé**
- **Teacher: Kelly Battle**
- **Parent/Family:**
- **Parent/Family:**
- **Community Member:**

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- **Principal: Leslie Martin**
- **Student:**
- **Teacher: Kristen Ellis**
- **Teacher: Lauren Coxé**
- **Teacher: Kelly Battle**
- **Parent/Family:**
- **Parent/Family:**
- **Parent/Family:**