2018-2019
SCHOOL IMPROVEMENT PLAN

Florida Avenue Elementary

St. Tammany Parish Public Schools

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

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
Over the past three years, Kindergarten demonstrated the lowest percentage of At-Risk on the DIBELS Assessment with an average decrease of 0.67%. As of Spring 2018, 35% of Kindergarten students are at risk. First grade demonstrated the highest percentage of students scoring at Benchmark with an average increase of 4.67%. As of Spring 2018, 37% of first grade students scored Benchmark.	Over the past three years, the highest percentage of At-Risk on the DIBELS Assessment was 2nd grade with an average decrease of 4.67%. As of Spring 2018, 33% of students are at risk in second grade. Second grade also has the lowest percentage of students scoring at Benchmark with an average decrease of 11.33%. As of Spring 2018, 19% of students are scoring Benchmark in second grade.
We only have one year of data for the Student Growth to Mastery Index; for 2018, the Student Growth to Mastery Index Score was 92.4. Our Assessment Index increased by 1.1 points from 2017 to 2018.	Over the past 3 years, the school Assessment Index decreased from 62.2 to 58.4; however, the Assessment Index increased in 2018 from 57.3 to 58.4.
Over the past 3 years, we have noticed a declining trend in our Total Suspension Rate (from 5.9% in 2015-16 to 3.4% in 2017-18). We also noticed that our fifth grade demonstrated increases in their Assessment Index Trends on LEAP index scores from 2017 to 2018 in ELA (76.0 points to 79.8 points), Math (50.5 points to 65.0 points), and Social Studies (34.9 points to 51.2 points). 3rd and 4th grades also increased their Social Studies Assessment Index scores from 2017 to 2018; 3rd (37.9 to 66.9 points) and 4th grade (56.3 points to 57.6 points	The 4th grade increased their suspension rate from 2.4% in 2016-17 to 10% in 2018. Over the past three years, we have seen an inconsistent trend in ELA and Math Assessment Index Trends on LEAP index scores in grades 3, 4 and 6. In 3rd grade, the ELA Assessment Index score in 2016 (70.2 points), in 2017 (57.9 points) and in 2018 (65.0 points). In 4th grade, the ELA Assessment Index score in 2016 (67.5 points), in 2017 (88.6 points) and in 2018 (64.7 points). In 6th grade, the ELA Assessment Index score in 2016 (71.6 points), in 2017 (50.0 points) and in 2018 (62.0 points). In 3rd grade, the Math Assessment Index score in 2016 (85.1 points), in 2017 (57.3 points) in 2018 (68.2 points). In 4th grade, the Math Assessment Index score in 2016 (54.4 points), in 2017 (76.2 points), and in 2018 (46.9 points). In 6th grade the Math Assessment Index score in 2016 (57.0 points), in 2017 (45.9 points) and in 2018 (50.6 points).

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4th Grade is a potential grade level index strength compared to other grade levels. In 2017, 4th grade has the highest assessment indexes in all subject areas: ELA at 88.6; Math at 76.2; Science at 67.6; and Social Studies at 56.3. In 2018, 4th grade continued to have the highest index scores in Science and Social Studies with index scores of 67.6 in Science and 67.6 in Social Studies.	6th Grade is a potential grade level index weakness compared to other grade levels. Over the past 2 years, 6th grade had the lowest subject index scores in Social Studies with 22.6 points in 2017 and 45.2 points in 2018 (subcategory of history with 86 % scoring below proficient). Also, over the past 2 years, 6th ELA also had the lowest index scores in 2017 at 50.0 and 2018 at 62.0 index points.
Over the past 3 years, ELA was the highest subject area index scores compared to all other subject areas. The school ELA Index scores were: 68.6 in 2016, 67.2 in 2017, and 67.7 in 2018. Written Expression was one of the highest subcategories in all grades in 2018 with the following proficiency percentages: 3rd at 57%; 4th at 41%; 5th at 52%; and 6th at 44% proficiency (Mastery & above).	In 2018, the following subcategories in ELA had the lowest % proficiency: 3rd Vocabulary at 31%; 4th Reading Performance at 30% and 4th Informational Text at 35%; 5th Literary Text at 43%; and 6th Vocabulary at 21% and Reading Performance at 24%. In 2018, the following subcategories in Math had the lowest % proficiency: 3rd Major Content at 27%; 4th Major Content at 13%; 5th & 6th Expressing Math Reasoning at 29% (5th) & 26% (6th).
The highest performing subgroup index in ELA for two of the past three years has been the Two or More Races subgroup at 85.0 (2016) and 91.1 (2017). The highest performing subgroup index in Math for two of the past three years has been the Two of More Races subgroup at 88.3 (2016) and 76.7 (2017).	The lowest performing subgroup index in ELA for the past two of three years has been the Students with Disabilities subgroup at 29.8 (2016) and 26.1 (2018). The lowest performing subgroup index in Math for the past three years has been the Students with Disabilities subgroup at 25.7 (2016), 23.8 (2017), and 20.9 (2018).
The Black and English Learner subgroups have shown the most improvement in ELA and Math index scores since 2016; with Black increasing in ELA from 53.0 points to 57.8 points which is an increase of 4.8 points. The current index score as of Spring 2018 is 57.8 points. The English Learner subgroups increased in ELA from 38.2 points to 41.1 points which is an increase of 3.1 points. The current index score as of Spring 2018 is 41.1 points. The Black subgroups increased from 41.4 points to 46.3 points which is an increase of 4.9 points. The current index score as of Spring 2018 is 46.3 points; and English Learner subgroups increased from 40.0 points to 47.8 points which is an increase of 7.8 points. The current index score as of Spring 2018 is 47.8 points.	The Economically Disadvantaged and Students with Disabilities subgroups have shown declining indexes in ELA and Math since 2016 with Economically Disadvantaged declining in ELA by 2.8 points from 65.5 to 62.7 points and in Math by 3.0 points from 56.1 (2016) to 53.1 points (2018); and Students with Disabilities declining in ELA by 6.7 points from 32.8 points (2017) to 26.1 points (2018) and in Math by 4.8 points from 25.7 (2016) to 20.9 points (2018).
School-wide the achievement gap in Math has consistently decreased over the past 3 years from 28.3 points in 2016 to 8.6 points in 2018. Over the last 3 years, the achievement gap has consistently decreased for all subgroups, with ELL the highest growth with 48.3 points in 2016 gap score to 18.4 points in 2018 score. However, the highest performing subgroup, Two or More Races, declined in their ELA index score by 24.0 points from 91.1 points (2017) to 67.1 points (2018) and in Math by 24.6 points from 76.7 points (2017) to 51.1 points (2018).	School-wide the achievement gap is inconsistent for ELA over the last three years: 16.4 points in 2016, 23.9 points in 2017, and 9.3 points in 2018. The achievement gap has increased for the subgroup, Two or More Races, the gap has increased 9.9 points from 2017 to 2018 with a current LEAP 2025 score of 67.1 points.

White, Black, Economically Disadvantaged, and Students with Disabilities subgroups all have consistently scored higher in ELA than Math over the last 3 years. On average scoring 8.8 points higher in ELA than Math in 2016; scoring 10.1 points higher in ELA than Math in 2017; scoring 9.3 points higher in ELA than Math.	Economically Disadvantage and Students with Disabilities subgroups are the potential subgroup weaknesses as they consistently have declined in Math over the last three years: Economically Disadvantage: Math 56.1 in 2016; 53.3 in 2017, 53.1 in 2018; and Students with Disabilities Math 25.7 in 2016, 23.8 in 2017, 20.9 in 2018.

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

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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. K-3 grade students will increase reading achievement by increasing the percentage of students scoring At or Above Benchmark on DIBELS Next by 10% from Fall 2018 to Spring 2019 as follows: K-38% to 48%; 1st-59% to 69%; 2nd-70% to 80%; 3rd-67% to 77%.

2. From Spring 2018 to Spring 2019, the percentage of students achieving Mastery or Above on the LEAP 2025 Math Assessment in grades 4-6 will increase by 10%: 4th-39% to 49%; 5th-18% to 28%; 6th-35% to 45%.

3. From Spring 2018 to Spring 2019, the percentage of students achieving Mastery or Above on the LEAP 2025 ELA Assessment in grades 4-6 will increase by 10%:
   4th-45% to 55%;
   5th-32% and 42%;
   6th-59% to 69%.

4. From spring 2018 to Spring 2019 the students in the subgroup "Students With Disabilities" for Whole School will increase their Assessment Index on LEAP 2025 by 10 index points as follows: ELA-26.1 to 36.1; Math-20.9 to 30.9.

5. From spring 2018 to 2019 the Social Studies Assessment Index Score will increase by 10 points from 57.9 in 2018 to 67.9 in 2019.

6. From spring 2018 to 2019 Assessment Score will increase by 10 points for the following sub groups:
   ELL: ELA - 41.1 to 51.1; Math - 47.8 to 57.8;
   Black: Math - 46.3 to 56.3.

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2. PARENT AND FAMILY ENGAGEMENT

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*

- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*

- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS

Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):
 	
Design:
• Parents/families will attend Title I, monthly committee, and Parent/Family Engagement meetings to:
  o Parent will attend data review meeting in October
  o Parent will attend at least 3 SIP meetings throughout the year
  o SIP and Data review at monthly meetings – Exit ticket for comments/review – Summary of the SIP will be shared at every parent event, will send home at beginning of year with Title 1 packet
  o SIP will be reviewed with SIP committee which includes parent members
  o SIP is on website and will have a button for comments/review
  o SIP copies are in front office with comment section
  o Parent Involvement Committee to plan events and share SIP and Title 1 information – information will be shared at all parent involvement activities. The activities will educate parents on strategies used to achieve the goals in SIP plan
	Goal(s):
	1-6
		Budgets used to support this activity:
		☒Title I
		☒GFF
		☐Title II
		☒LA4
		☐IDEA
		☒Title III
		☐Title IV
		☐Perkins
		☐JAG
		☐Bond Money
		☐Other
			Items Needed:
			Subs for SIP committee
			
			Materials and supplies for parents/student enrichment and remediation activities at Parent Meetings: this can include chart paper, books, markers and paint, math manipulatives
				Effectiveness Measure:
				Parent attendance
				Parent Exit ticket
				Comments on Web Site
				EOY parent survey
				
				Effectiveness Results:

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o End of year Title 1 evaluation will be shared with parents at first Parent Event in September

Evaluation:
- Spring parent survey results will be used for evaluation
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Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:
- Monthly Breakfast Events – parents will have an opportunity to reflect on SIP/Data review, parents and community members are invited monthly to breakfast events – at this time each month the SIP, data, and title 1 budget is shared. Parents have an opportunity for questions and comments at these events.
- Parent conferences are held with teachers, parents, administration and counselor to address students struggling with academic and behavioral issues. This is the first step for intervention. Teachers are required to hold one conference a year and as needed for students needing interventions. Teachers communicate with parents through Good News Calls – calling at least 2 students a week.
- SAT meetings are second step for intervention process. SAT meetings are held with parents, administration, teachers and pupil appraisal to address specific and academic concerns, review and revise as needed. Referrals for evaluations are determined with SAT team and parent
- IEP meetings are held a minimum of once a year with parents, teachers and service providers to determine individual goals to achieve academic and behavior success in the classroom.
- Parent Involvement Committee consisting of at least 5 parents to plan parent events, share school decisions including title 1 budgets, SIP, academic achievement
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Goal(s):
1-6
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Budgets used to support this activity:
☒Title I
☒GFF
☐Title II
☒LA4
☒IDEA
☐Title III
☐Title IV
☐Perkins
☐JAG
☐Bond Money
☒Other
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<td>
Items Needed:
Materials and supplies for meetings
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Effectiveness Measure:
Parent attendance
Parent Exit ticket
Comments on Web Site
Title 1 parent survey

Effectiveness Results:
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Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
- Web site – SIP is posted, teacher web sites with academic support, homework help - Monthly Breakfast Events – SIP review and Title 1 budget review, academic strategies for math, ELA, Science & Social Studies. Teachers will provide strategies and materials needed for parents to work with students at home to improve academic achievement - Meet & Greet - review District Student Progress Center and assessments for specific grade-level, grade level expectations, standardized testing - Parent Compacts, PFE policies - Robo Calls to inform parents about upcoming academic activities - Honor Roll Breakfast – review with parents the requirements for honor roll, how grades are determined and posted - Monthly calendar with events sent home and posted on Web site - Weekly graded folders – entire school sends home folder with graded papers on Wednesday –school policy so that all folders go home on the same day - IEP progress reports for SWD – targeting IEP goals and progress - Agendas are used with 3rd – 6th to communicate with parents for homework, Title 1 events, and daily communication with students when necessary. For grades K-3rd weekly newsletters are sent home and posted on teacher websites.	1-6	☒Title I ☒GFF ☐Title II ☒LA4 ☒IDEA ☒Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☒Other	Materials and supplies need for breakfast and lunch events Honor Roll breakfast Folders for take-home information – including flyers for events, graded papers and progress reports Agendas	Parent attendance Parent Exit ticket Comments on Web Site BOY parent survey **Effectiveness Results:**

Translation Services:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
- 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.** *(Title VI of the Civil Rights Act of 1964)* - Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. - Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. - Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. - Parental Involvement Committee will plan an ELL event, focusing on standardized testing in the Spring.	2, 3, 6	☒Title I ☐GFF ☐Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	Translator Materials and supplies in Spanish for parent involvement activities	Parent survey Exit Ticket **Effectiveness Results:**

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

In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.

Parent Family Engagement Activity 1: Tiger Team Day	**Goal(s):**	**Budgets** used to support this activity:	**Items Needed:**	**Effectiveness Measure:**
• Teachers will provide presentations on new science and social studies standards, strategies and activities to help students achieve in science and social studies, including STEM/STEAM activities, students will rotate in stations in all subject areas including Reading and Math • Parents will provide supervision of academic activity tables with a teacher **Will provide materials and resources for ELL students when available.	2, 3, 5, 6	☒Title I ☒GFF ☐Title II ☒LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☒Other	Math manipulatives Reading Materials Science/STEM materials Graphic Arts	Exit ticket Parent attendance Parent survey ------ **Effectiveness Results:**
Parent Family Engagement Activity 2: Academic Breakfast Each month is a different grade level focus on academic strategies: K-2– DIBELs, ReadyGen, math strategies, and writing strategies information provided for parents to work with students at home. 3rd-6th –GuideBooks, LEAP 2025, math strategies, writing strategies and Social Studies content expectations information provided for parents to work with students at home. **Will provide materials and resources for ELL students when available.	1-6	☒Title I ☒GFF ☐Title II ☒LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☒Other	Writing materials: paper, chart paper, writing supplies as needed Graphic Arts	Exit ticket Parent attendance Parent survey ------ **Effectiveness Results:**

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Parent Family Engagement Activity 3: Take-Home Activities Teachers will create take-home bags for students to be completed weekly. Students will rotate bags within class weekly; parents will complete learning activity with student and complete journal with experiences and an exit ticket. Bags will include all the materials needed to complete the learning task aligned with State Standards. The bags will contain learning activities for all subjects: Science, Social Studies, Math, Reading and Writing	Goal(s): 1-6	**Budgets** used to support this activity: ☒Title I ☐GFF ☐Title II ☒LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☒Other	Items Needed: Take-home bags Materials and Supplies for the bags – including pens, composition notebooks, markers and crayons, math and ELA games, books and writing journals	Effectiveness Measure: Exit ticket Parent participation Parent survey Effectiveness Results:
Parent Family Engagement Activity 4: ELL activities/New Student orientation and events throughout the year Parents will attend sessions with new students or ELL students: • Translator provided to help set up teacher conferences/and to share academic information for grade-level standards • New students orientation breakfast twice a year, at beginning of year and beginning of 2019 school year to share information with parents and transition for students • Spring Testing In-service for ELL students and new students. Teachers will share the procedures and expectations for standardized testing. • At least two events will be held for ELL students led by the ELL teacher – one breakfast event and one after school event to share information to parents on strategies to help at home, testing, and DIBELS	Goal(s): 1-6	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☒LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☒Other	Items Needed: Materials and supplies needed for presentations including paper, chart paper, pencils and markers, folders Graphic Arts	Effectiveness Measure: Exit ticket Parent attendance Parent survey Effectiveness Results:

Parent Family Engagement Activity 5: Getting Ready for Kindergarten Pre-k parents will attend with their parent/guardian to transition to kindergarten one day in May, parents and student rotate to each kindergarten class for a learning activity • Grade-level expectations for kindergarten • A day in the life of a kindergartner • DIBELS/BURST information • Writing, reading and math strategies for parents to use at home with child	**Goal(s):** 1	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☒LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☒Other	**Items Needed:** Materials and supplies needed for presentations including paper, chart paper, pencils and markers, folders Graphic Arts	**Effectiveness Measure:** Exit ticket Parent attendance Parent survey **Effectiveness Results:**
Parent Family Engagement Activity 6: Getting Ready for Summer Parents will attend end of the year breakfast event in May to get information, materials and strategies to use with students during the summer. Students will get books, materials for games, and ideas to work on over the summer. • Math and reading games and strategies • STEM/STEAM activities • Community ideas/activities offered in the community • Nutrition advice and recipes	**Goal(s):** 1-6	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☒LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☒Other	**Items Needed:** Materials and supplies needed for activities including math manipulatives, games, paper, pencils and markers, materials needed to make games at home, science supplies, books and other reading materials ELL materials when available Graphic Arts	**Effectiveness Measure:** Exit ticket Parent attendance Parent survey **Effectiveness Results:**

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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
Rigorous, Standards-Based Curriculum: • Two part-time para professionals, grades 1st – 6th work during core instruction monitoring work stations with students, assist struggling students during small group • Three Helping hands work with struggling students in grades 1st – 6th during core instruction monitoring work stations and assisting students in small group • DBQ and Social Studies Weekly for core instruction in Social studies for grades 3rd – 6th, resource for teachers to use along with state curriculum based on state standards • Guidebooks 2.0 – 3rd – 6th: 3rd – 5th are implementing a minimum of two units, and 6th grade will implement one new guidebook unit for 2017-2018 school year • Math models, Problem solving strategies based on Louisiana Math Standards curriculum • Guided reading with K-3: certified teachers spend a minimum of 30 minutes a day with small groups for guided reading instruction using leveled books and strategies provided by district curriculum specialist	**Goal(s):** 1-6	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☒LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☒Other	**Items Needed:** Moby Max – online subscription for all students to use in small groups instruction DBQ – Social Studies resource aligned with State standards Social Studies Weekly Classroom computers/tablets/laptops to support student learning achievements NearPod online subscription Brain Pop subscription	**Effectiveness Measure:** SLTs LEAP DIBELS DIBELS Effectiveness Chart BURST Progress Monitoring **Effectiveness Results:**

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- Guaranteed Curriculum
- K-2 utilizes ReadyGen
- Brain Pop – web site that encompasses all subjects that teachers use as a tool to enhance state standards by keeping students engaged through videos and quizzes based on specific skills aligned with state standards
- Achieve 3000 for 4th – 6th Social Studies: teachers are implementing the online and printed version of Achieve 3000 with all students during the Social Studies block. Achieve 3000 improves reading fluency and written expression using non-fiction passages to constantly challenge students to improve literacy skills aligned with Social Studies state standards
- Tutors work with students during work stations on specific skills related to core-curriculum, enrichment and remediation based on state standards. FAE has three tutors, the tutors work with grades K-6 for 30 minute intervention blocks/five days a week.
- NearPod – 4th – 6th: NearPod is used in the classroom to teach core instruction through a variety of presentations including videos and quizzes. All activities are aligned with the state standards. Students are intellectually engaged in math, science, and ELA skills and strategies
- Small group instruction K-6th is provided for all students in enrichment or remediation based on standardized tests and unit assessments. Teachers work with small groups using Guaranteed Curriculum strategies for academic improvement. K-3 teachers provide small group instruction for writing and math for 30 minutes daily; 4th – 6th teachers provide small group instruction a minimum of 2 times a week for 30 minutes focusing on all core subjects.
- Students with Disabilities and English Language Learners in all grades are part of the inclusion program and attend core-instruction in the regular education classroom; therefore, the students participate in all activities aligned

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Guidebook materials and novels

Class sets of calculators to improve math fluency

Document cameras for classroom instruction

Ink for classroom printers for classroom learning tasks

Materials and supplies needed for intervention blocks/small group instruction:

Paint, art supplies, highlighters, colored pencils, file folders, markers, buttons, etc used in stations for ELA writing, Math and Science

Binders for Eureka math materials. Composition notebooks for writing workshops/intervention blocks

Graphic Arts

Smart boards, Promethean boards, and pens for Promethean

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with the core instruction. ELL teacher and para push in for core instruction, and pull students out for resource minutes for Project Read. SWD resource teachers push in for core instruction and pull students out for resource minutes to focus on IEP goals.			board Touch screen monitors for K-3 students to use in classroom Headphones to use with computers during work stations	
Use of Academic Assessments to Improve Instruction: K-6 Teachers use the following in the regular education classroom for assessment and progress of student. The assessments are reviewed during PLC and grade-level meetings to guide instruction for remediation and enrichment: • Weekly Assessments/Exit tickets • Pre- and Post-assessments • District Benchmark Assessments • SLTs • CBA and Silvaroli 3rd – 6th teachers use the following assessments to track student progress and provide remediation and enrichment for students. The data is reviewed and tracked during PLC: • LEAP 360 • LEAP 2025 K-3 teachers use the following for tracking student progress for reading skills and fluency, this is tracked during progress monitoring and reviewed and tracked during PLC: • DIBELS Pre-k and Kindergarten teachers use the following for tracking student progress for reading skills and fluency, this is tracked during progress monitoring and reviewed and tracked during PLC: • DRDP • TS GOLD	**Goal(s):** 1-6	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☒LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☒Other	**Items Needed:** Subs for DIBELS testing Materials and supplies for tracking student growth	**Effectiveness Measure:** SLTs LEAP DIBELS DIBELS Effectiveness Chart BURST Progress Monitoring **Effectiveness Results:**

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Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:	Goal(s): 2, 3, 4	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
- Assessments are used weekly to track progress for SWD, including IEP goals. Assessments are aligned with grade-level standards. SPED teachers track the progress/lack of during PLC and use the assessments to plan for remediation and intervention blocks. - Curriculum: SWD attend core instruction in the regular ed classroom with inclusion support and receive interventions and re-teaching with SPED teacher in the resource room – core instruction includes ReadyGen, State Guidebooks, Guaranteed Curriculum with Eureka Math strategies, State curriculum for Science and Social Studies (DBQ and Studies Weekly). All core instruction is aligned with state standards - Strategies: One full-time para is utilized to provide inclusion support to students with disabilities - Resource teachers are continuing the same plan as last year; core instruction in the regular ed classroom and pulling students out for additional support. The SWD school-wide schedule was centered on core instruction. Resource teachers provide support in the regular ed classroom, and use resource time for scaffolding the learning including pre-teaching, supplementing the curriculum, and more intensive support when needed.		☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☒Other	Materials and supplies for tracking student progress BURST kits and licenses	SLTs LEAP DIBELS Weekly assessments CBA Silvaroli DIBELS Effectiveness Chart BURST Progress Monitoring **Effectiveness Results:**

Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:	Goal(s): 1, 2, 3, 6	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
- The ELPT is used to measure the performance of ELs as they progress through K-12 education and achieve college and career readiness. Results are used to determine a student's level of English proficiency and to decide which language services and supports the student will need to fully participate in core content classes. - 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. **Describe the EL program at your school, including how and what services are provided to the EL students:** - ELL – teacher and tutor are pushed in the regular ed classroom for core instruction to provide support for ELL students. ELL teacher and Para pull students for interventions and small group instruction during the regular ed small group instruction block so that ELL students do not miss core instruction. ELL students participate in Project Read, FastForWord, Rosetta, and BURST for ELL students identified in K—3.		☒Title I ☒GFF ☐Title II ☒LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☒Other	Materials and supplies required to improve student growth.	SLTs LEAP DIBELS Weekly assessments DIBELS Effectiveness Chart BURST Progress Monitoring **Effectiveness Results:**

Interventions for At-Risk Students

Process for Determining Student Participation in School and Classroom Interventions:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
All students participate in the intervention program – each grade level has a specified intervention block with support from helping hands, tutors and resource teachers. Students receive Enrichment, practice, and remediation based on current assessments in the classroom. • DIBELS- K-3rd – all students not achieving composite score, benchmark goals in beginning and middle of year Data is reviewed by teacher and interventionist and students are placed in BURST Intervention groups according to their needs. Students are progress monitored every 7 days of instruction. • LEAP 2025 for 3rd – 6th is used as a starting point to group students based on achievement levels. However, during the year LEAP 360 and weekly Assessments are used to determine interventions, small group instruction, remediation and enrichment. • Tracking failing grades K-6th - RHT and administration track failing grades through student progress center and determine interventions with teacher and/or referral process for SAT • Teachers track progress/lack of using assessments during PLC and determine groups based on data. The data is also used to drive instruction based on grade level standards.	1-6	☒Title I ☒GFF ☐Title II ☒LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☒Other	Materials and supplies needed for interventions including chart paper, math manipulatives, reading materials BURST kits and licenses	DIBELS LEAP 2025 Weekly Assessments SLTs Benchmark assessments DIBELS Effectiveness Chart BURST Progress Monitoring **Effectiveness Results:**

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Opportunities and Interventions for Students in Need:	Goal(s): 1-6	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
• Two part-time paras work with on and above students during BURST intervention, writing and math interventions with K-3. Paras and three certified tutors work with 4-6 grade on and above students during math and ELA interventions. • BURST intervention (K-3) scripted lessons targeting students' areas of weakness including phonemic awareness, letter sound knowledge, blending, vocabulary, reading fluency and comprehension for students scoring strategic and intensive in DIBELS. Five days a week for 30 minutes provided by certified teachers. • Fidelity is monitored by administration during snapshot visits and by data analyzed during PLCs.		☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☒Other	BURST kits and licenses Materials for interventions	DIBELS Interventions/Tracking form Assessments DIBELS Effectiveness Chart BURST Progress Monitoring **Effectiveness Results:**
Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: • SAT – team meets with teacher, parent and administration to develop more intensive intervention and plan of action; student can be referred for complete evaluation from PAS	Goal(s): 1-6	Budgets used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☒Other	Items Needed: BURST kits and licenses Materials for interventions	Effectiveness Measure: DIBELS Interventions/Tracking form Assessments DIBELS Effectiveness Chart BURST Progress Monitoring **Effectiveness Results:**

Interventions Specific to <u>Students with Disabilities</u>: • Project Read (Phonology and Linguistics) – ELL teacher for 30 minutes a day. Resource teacher for 4th grade teaches written expression in a regular ed inclusion setting 30 minutes a day. 3rd grade teachers use Project Read during small group instruction for students with dyslexic characteristics • Reflex Math – practice of math facts for fluency, 30 minutes daily • Intervention Blocks – daily for SWD focusing on re-teaching, remediation and practice • FastForWord -improving language and cognitive skills, 45 minutes daily • Language for Learning – improving oral expression skills, 30 minutes daily • Color My Conversation – improving conversation skills for deaf ed students	Goal(s): 1-6	Budgets used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☒Other	Items Needed: BURST kits and licenses Materials for interventions	Effectiveness Measure: Intervention tracking form Progress reports Effectiveness Results:
Interventions Specific to <u>English Learners</u>: **ELL students receive all core instruction in the regular ed classroom. ELL teacher pulls students out for intervention/resource block 30 minutes daily. Students are pulled during small group instruction.** • ELL teacher • ELL Para working in the classroom for inclusion support • Project Read – phonemic based instruction to improve reading fluency, 30 minutes daily • BURST – reading intervention, 30 minutes daily • Rosetta Stone – language development, 30 mins daily • FastForWord – improving language and cognitive skills, 45 minutes daily	Goal(s): 2, 3, 6	Budgets used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☒Other	Items Needed: BURST kits and licenses	Effectiveness Measure: DIBELS progress monitoring ELPT Effectiveness Results:

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Support and Extended Learning

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):	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
• Speech • Gifted Enrichment program, twice a week • P.E., Music, Art, and Library • KIT program • Backpacks for Kids • Junior Achievement: financial sense awareness for 3rd grade • Rotary Club: provides dictionaries for students • Accelerated Learning: students pulled weekly • Talented Art • Talented Theatre	1-6	☒Title I ☒GFF ☐Title II ☒LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☒Other	Materials and supplies for the clubs	Student grades and progress reports **Effectiveness Results:**
Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):	Goal(s): 1-6	**Budgets** used to support this activity:	**Items Needed:** Admission cost for field trips Materials and supplies for the clubs	**Effectiveness Measure:** Attendance Exit tickets for students attending the field trips

• Field trips to improve student literacy and math skills linking real life experiences to standards:
  Liuzza Farms - Kindergarten
  Slidell Little Theater – First
  Marine Life Institute - Second
  Honey Island Swamp – Fourth
  Local High School Plays – Second and Third
  NASA Infinity Center – Fifth
  Baton Rouge – Sixth
• ASL club
• Running Club
• Girls on the Run
• Good News Club
• 21st Century
• Boys & Girls Club
		☒Title I
		☒GFF
		☐Title II
		☐LA4
		☐IDEA
		☐Title III
		☐Title IV
		☐Perkins
		☐JAG
		☐Bond Money
		☒Other
				Effectiveness Results:

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Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

Mental Health Provider Services: • 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.	**Goal(s):** 1-6	**Budgets** used to support this activity: ☐Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:**	**Effectiveness Measure:** **Effectiveness Results:**
Counseling Services: • Provide in-class, weekly behavior/social lessons • Supports PBIS across grade levels • Monitors truancy • Supports MHP • Lunch Bunch: voluntary lunch groups for social-emotional pro-active support/guidance	**Goal(s):** 1-6	**Budgets** used to support this activity: ☐Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:**	**Effectiveness Measure:** **Effectiveness Results:**

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Implementation of a schoolwide tiered model to prevent and address problem behavior:				
Strategies Used to Prevent and Address Problem Behavior: • CHAMPS – CHAMPS is a classroom management strategy for setting procedures and expectations in place • Bystander Revolution – Teachers and students participate in month long lesson plans teaching strategies to prevent and stand up to bullying • PAWS—Positive, Attitude, Wise, Safe—a behavior management strategy for setting procedures and expectations in place • Virtue of the Month – Once a month, students and faculty work towards a goal based on a word – such as kindness, respect, empathy • MHP – Mental Health Provider meets with individual students to provide counseling and strategies for coping at school and home • Counseling – meets with individual students and groups to provide support for needs of students such as anxiety, not making friends, etc. • SAT – students are identified through SAT process to improve academic and behavior goals • Check-in, Check-out – students targeted with behavior concerns meet with a mentor once a day/week to review and discuss targeted behavior • Positive Paws – students and faculty can earn Positive Paws for demonstrating good behavior and kindness • Citizens of the Month – Once a month, teachers choose a student to be recognized for great behavior and empathy for others in the classroom and on campus • Honor Roll Breakfast – students are recognized every 9 weeks for good grades • Good News Calls – administration calls parents to share good news of a student's behavior or kind actions – good news calls are reported by teacher or faculty • PBIS quarterly celebrations – once every 9 weeks students can qualify for PBIS celebrations for	**Goal(s):** 1-6	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☒Other	**Items Needed:** Materials, supplies, rewards for PBIS celebrations Honor Roll breakfast	**Effectiveness Measure:** Exit ticket for events Student attendance Behavior reports/data **Effectiveness Results:**

demonstrating good behavior and following virtues of the month • ISS—In School Suspension—allows students the opportunity to remain on campus and keep up with daily lessons/activities				

Strategies for Assisting Students in the Transition from One School to the Next:				
Transition Activities for Incoming and Outgoing Students: • Pre-K , all students attend "A day in the life of a kindergartner". Parents are invited to attend, students attend kindergarten class and work stations, teachers give a presentation to parents for kindergarten expectations • 6th grade attends an assembly with Slidell Junior High administration and faculty. Students gain information on academics, social and athletic opportunities. • Tiger Walk—opportunity for 6th graders transitioning to the high school to explore the campus and classes. • 2nd grade – students and parents attend a transition meeting with 3rd grade teachers. The expectations for 3rd grade are explained including the first year for taking standardized testing. • 5th grade—parents are introduced the shift to online testing for LEAP 2025.	**Goal(s):** 1-6	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** Materials and supplies needed for transition activities	**Effectiveness Measure:** Attendance Exit tickets Parent Survey **Effectiveness Results:**

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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:

Professional Learning Communities (PLCs):	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
7 hours x 30 teachers for after-school and summer PLCs by grade level 2 x a month by grade level for K-3, and by department for 4-6 - SPED teachers are assigned to PLC groups to add input for inclusion support on instruction and assessments - SPED department have PLC meetings twice a month to discuss student growth, accommodations, and regular education modifications. - All teachers meet for PLC twice a month for two hours - K-2 meet by grade level and spend time on both math and ELA. Teachers review data from current assessments and plan small group instruction for enrichment, practice and remediation. Teachers also plan instruction and assessment for future lessons using state standards to guide the instruction. Curriculum specialist, instructional coaches and administration attend and provide support. 3 – 6 teachers meet by department—math, ELA, and Science and Social Studies. Teachers review data from LEAP 360 and current assessments to plan for small group instruction for enrichment, remediation and practice. Teachers also plan instruction and assessment for future lessons using state standards to guide the instruction. Curriculum specialist, instructional coaches, and administration attend to provide support. - Goals for each PLC are determined using weaknesses and strengths from testing and unit assessments - Instructional coaches provide support during PLC and develop teacher leaders for future PLC. Literacy coaches also plan the agendas and guidelines for looking at student work	1-6	☒Title I ☒GFF ☐Title II ☒LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☒Other	Subs and stipends Research-based books for teacher professional development. Chart paper, materials and supplies needed to track student progress	LEAP 2025 DIBELS LEAP 360 SLTs Unit/Benchmark Assessments **Effectiveness Results:**

• SPED teachers are assigned to PLCs and have their own specific PLC to address student needs and create intervention plans for struggling students				
Other Professional Development: • Plain Talk conference for five teachers, teachers will gain professional knowledge to share during PLC to improve literacy skills • Curriculum Specialists—provide curriculum support during/after PLC sessions for ELA and Math teachers • Teacher Leader Training • ReadyGen Training—continued and on-going curriculum training and support • Summer Institute • Read and Write Gold—Assistive Technology • Instructional Coach—Coaching Cycle to support teachers in various areas of instruction and classroom management • Great Minds Training in the Summer – math teachers • ELL teachers are provided PD through the ELL department and attend PD regularly during the school year • SWD teachers attend PD through the SPED department throughout the school year, SWD teachers	**Goal(s):** 1-6	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☒Other	**Items Needed:** $645 conference fees/Plain Talk **reimbursement for gas/parking	**Effectiveness Measure:** Professional development exit tickets EOY teacher survey **Effectiveness Results:**

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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.

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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:
• SIP goals are monitored on a continuing basis during PLCs, grade level meetings, and PDs
• QAR visit is scheduled to review implementation of SIP goals—November 9, 2018
• Learning walks and snapshots
• Formal and informal COMPASS evaluations
• Title I visits
• DIBELS
• SLTs
• LEAP 2025
• LEAP 360
• ReadyGen PBAs, and GuideBook Cumulative Writing Tasks

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 team meets each quarter to review effectiveness of school programs
• Monthly grade Level meetings review school programs
• Learning Walk Committee meets quarterly along with peer observations to collect data. This data will determine effective strategies to assist teachers in Professional Development sessions.

Describe how and when the evaluation results of the SIP are reported to the school's stakeholders (faculty, staff, parents/families, and community members):
• At the beginning of the year, the results are shared with teachers during initial meetings.
• The results are shared with parents/stakeholders at Meet & Greet
• SIP is shared with all stakeholders at every parent event

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2018-2019 Committee Members	
School Improvement Planning Committee **Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP** **Members Include:** • **Principal: Kimberley Burgoyne** • **Student: Emma Welch** • **Teacher: Kelley Smith** • **Teacher: Terri Picou** • **Teacher: Christy Wood** • **Parent/Family: Jacqueline Kranz** • **Parent/Family: Monica Mentel** • **Community Member: Shannon Brewer**	**Parent/Family Engagement Committee** **Responsible for the Implementation of the PFE Activities in the SIP** **Members Include:** • **Principal: Kimberley Burgoyne** • **Student: Evan Mentel** • **Teacher: Rachael Gleason** • **Teahcer: Kendra Vial** • **Teacher: Christy Wood** • **Parent/Family: Jacqueline Kranz** • **Parent/Family: Brandi Roberts** • **Parent/Family: Michelle Melerine**

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