

*Folsom Elementary School*  
*Pre-K – 5<sup>th</sup> Grade*  
*Lesla Bodnar*  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

**1.COMPREHENSIVE NEEDS ASSESSMENT**

(Look at the summary pages in the Data Analysis Template for 1a and 1b 1-3)

**STRENGTHS**

<u><i>1a. Results of Comprehensive Needs Assessment</i></u>		<u><i>1a. Measures used to Determine School Needs:</i></u>
<b>STRENGTHS</b>		<b>DATA SOURCES</b>
2 <sup>nd</sup> grade had the lowest percentage of students “at risk” in Dibels in Spring, 2014 (22%) and Spring, 2016 (9%).	1	DIBELS – Fall 2014 and Fall 2016
4 <sup>th</sup> grade scored the highest index scores in 2013 (104.6) and 2016 (100.7). 5 <sup>th</sup> grade scored the highest index scores in 2014 (103.1) and 2015 (96.1).	2	iLEAP/PARCC – 2013-2016
Although still the lowest scoring grade level, 3 <sup>rd</sup> grade CRT index scores increased by 10.5 pts. in ELA (from 84.5 in 2014 to 94.9 in 2016) 20.2 pts. in Math (from 76.6 in 2015 to 98.8 in 2016), 13.0 pts. in Science (from 75.0 in 2014 to 88.0 in 2016) and 1.5 pts. in SS (from 82.0 in 2015 to 83.5 in 2016).	3	iLEAP/PARCC – 2014 - 2016
The Black subgroup achievement gap in ELA declined 8.9 points. (From 22.6 in 13-14 to 13.7 in 15-16.)	4	iLEAP/PARCC - 2013-2016
The White subgroup has had the highest percentage proficient in ELA and Math of all subgroups across years. ( ELA - 90.3 in 2014, 88.5 in 2015, 88.0 in 2016 and MATH – 91.6 in 2014, 82.4 in 2015, 90.0 in 2016.)	5	iLEAP/PARCC - 2014-2016

**CHALLENGES**

<u><i>1b. Results of Comprehensive Needs Assessment</i></u>		<u><i>1b. Measures used to Determine School Needs:</i></u>
<b>CHALLENGES</b>		<b>DATA SOURCES</b>
Kindergarten had the highest percentage of students “at risk” in the Spring 2013 (32%), Spring 2014 (30%) and Spring 2015 (22%). 1 <sup>st</sup> grade had the highest percentage of students “at risk” in the Spring 2016 (29%).	1	DIBELS – 2013-2016
The 4 <sup>th</sup> grade white subgroup declined in ELA from 94.6 % proficient in 12-13 to 89.4 in 15-16.	2	LEAP – 2013-2016
65 State behavior reports were written in 2015-2016.	3	Discipline data in JPAMS
Achievement gap percentage points increased in Whole School Math from 1.0 in 12-13 to 6.2 in 15-16.	4	iLEAP/LEAP 2012-2016
An average of 24% of those invited to PI events attended.	5	Sign in sheets for PI events

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Science and Social Studies had the lowest CRT index scores in 2016 (Science 89.5, Social Studies 93.1) and in 2015 (Science 89.4, Social Studies 88.6) The next lowest score is ELA at 96.6 in 2015 and 97.2 in 2016.	6	LEAP 2015-2016
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**GOALS**

<b><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></b>		
<b>GOALS</b>		
1 By May 2017, decrease the percentage of first grade students scoring “at risk” on the Dibels Assessment in the spring by at least 5% points, from 29% in Spring of 2016 to 24% in Spring of 2017.		
2 By May 2017, increase the percent proficient on the state test in Whole School Math by 5 percentage points from 83.8 in 2016 to 88.8 in 2017.		
3 By May 2017, increase the CRT Index on the state test in Whole School Science by 2 index points from 89.5 in 2016 to 91.5 in 2017.		
4 By May, 2017, increase the attendance rate at parental involvement events from an average of 24% to 30% of those invited to attend.		
5 By May 2017, the MHP program will realize a 75% success rate (from 70% in 2015/2016) for students seen by MHP when evaluating for decrease in discipline referrals and maintained or increased academics as evidenced by jpams data MHP data sheet.		

**2. SCHOOL-WIDE REFORM STRATEGIES** to be used in your SIP. Please check all that apply.

- Response to Intervention
- Job-Embedded Professional Development
- Data-Driven Decision-Making
- Meaningful Engaged Learning
- Curriculum Alignment
- Differentiated Instruction

<b>3. PROFESSIONAL DEVELOPMENT:</b> Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p><b><u>PLC</u></b>- Teachers meet monthly (by grade levels) for 45 minutes to collaborate on specific areas of need as determined by analyzing assessments. The focus of each group is determined by the teachers according to the needs of their students in a collaborative setting. Effectiveness of these meetings is determined by student performance.</p> <p>These meetings include grade level teachers, TRT, administrators, and other presenters as needed. These meetings are scheduled during collaboration</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>-Printing</p> <p>-Money for “make and take” activities</p>

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time built into the daily schedules.		
Professional Development Outside of PLC <ul style="list-style-type: none"> <li>•Faculty meetings for parish and state mandated trainings</li> <li>•Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED</li> <li>•After-school, before school, and district sponsored professional development</li> </ul>	<b>10. BUDGETS</b> used to support this activity: ___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other	Item(s) to be purchased to support this activity:

<b>4. PARENT/FAMILY ENGAGEMENT:</b> What strategies/activities do you employ to increase parent/family engagement? You may group strategies by type of activities, time of day, purpose, or any other way your school’s design fits into 2 or 3 entries in this category.		
<ul style="list-style-type: none"> <li>◆ Parents/families will be involved in the design of the School Improvement Plan through attendance at the School Improvement Plan meeting in October/November/December where the plan is reviewed and revised. Agenda and sign-in sheets are filed for documentation.</li> <li>◆ Parents/families will be involved in the implementation of the School Improvement Plan through a collaborative effort at PFE meetings, PFE activities, and PTA meetings. Parents/Families also help implement the plan by volunteering at the school during the school day.</li> <li>◆ Parents/families will be involved in the evaluation of the Title I program by completing a “Ticket-Out-The-Door” at the conclusion of PFE events. They will also complete a PFE survey in the spring. In addition parents/families will be invited to attend a meeting at the end of April to review/revise the draft of the program evaluation prior to dissemination to the stakeholders.</li> </ul>	<b>10. BUDGETS</b> used to support this activity: ___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other	Item(s) to be purchased to support this activity:

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<ul style="list-style-type: none"> <li>◆ Parents/families will be involved in the design of the parent/family plan through attendance at the Parent/family engagement Committee meeting in the spring where the plan is reviewed and revised. Agenda and sign-in sheets are filed for documentation.</li> <li>◆ We will meet in October/November/December to discuss the School Improvement Plan and possibly revise. The SIP plan evaluation meetings are in May.</li> <li>◆ We will meet in March to discuss the implementation and revision of the PFE Policy/compact and the PFE plan. The PFE plan evaluation is done in late spring (May) along with the evaluation of the total Title I Program.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<ul style="list-style-type: none"> <li>◆ Parents/families receive timely information about the Title I program many times throughout the year including: Meet and Greet, PFE compacts, website link with video of Title I information, Open House, PTA newsletter, Classroom Newsletters and Teacher Web.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u>  X  </u> Title I  <u>  X  </u> GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money  <u>  X  </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>PTA Newsletter and paper for printing</p>
<ul style="list-style-type: none"> <li>◆ Parents/families will be informed of the curriculum, assessment, and proficiency levels through PFE events such as Meet and Greet, Pancakes with Parents, Testing Tuesday, Science Night, through teacher websites, parent/teacher conferences, Tiger Roar envelopes, newsletters, and through links on the school website.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u>  x  </u> Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money  <u>  x  </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Tiger Roar Envelopes          Project Boards</p>
<p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p>	<p><u>  X  </u> Title I  <u>  X  </u> GFF          ___ SRCL          ___ Title II</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies-GFF</p>

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<p>Parents/families in need of translation services contact the school and a conference is set-up to discuss results. Parents/families may be requested to bring a trusted interpreter with them to facilitate the process.</p>	<p><input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Postage-</p>
<p>NNPS-The school is a member of the National Network of Partnership Schools sponsored by John Hopkins University. The school has access to a wide variety of ideas to improve parent/family engagement and interest in the education of their children.</p>	<p><input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other.</p>	<p>Item(s) to be purchased to support this activity:   Membership in NNPS</p>
<p>◆ To be in compliance with Act 436, at least three meetings will be held during the school year to provide parents/families information on how to access the curriculum. This information will be provided to parents/families at school open house events, parent/family meetings, and other parent/family orientations.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>◆ Parents/families will be encouraged to participate in decision making opportunities about their child’s education through written invitations, phone calls, email and face to face contact. Decision making opportunities include:</p> <ul style="list-style-type: none"> <li>▪ <i>SAT meetings</i></li> <li>▪ <i>IEP meetings</i></li> <li>▪ <i>Parent/family Conferences</i></li> <li>▪ <i>PFE meetings</i></li> <li>▪ <i>Emails</i></li> <li>▪ <i>Comments about plans posted on school website</i></li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>◆ <b><i>Describe specific training activities (at least all 6 from Title I Application PFE Plan)</i></b>  <b>Meet and Greet-</b> Students and parents/families meet the</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p>assigned classroom teacher to discuss academic curriculum and expectations for the school year.</p> <p><b>-Pancakes with Parents Kindergarten -1st</b></p> <p><b>-Pancakes with Parents 2<sup>nd</sup> – 3<sup>rd</sup></b></p> <p><b>-Pancakes with Parents 4<sup>th</sup> – 5<sup>th</sup></b></p> <p>– Parents/Families are invited to eat breakfast with their students. After students eat breakfast with their family, the students are dismissed to class and a presentation on accessing the school’s website links for help with homework, curriculum, grades, etc. is explained.</p> <p><b>-Family Math Night/Literacy Night</b> – Parents/families will learn strategies in math and language arts that they can use at home to help their students be successful.</p> <p><b>-Science Night-</b> Parents/families will learn about the use of the Scientific Inquiry and its application to daily life so that they may assist their students in choosing and researching their science project.</p> <p><b>-Testing Tuesday</b> – Parents and students receive information on statewide assessments. They also work together on sample test items from standardized tests and learn strategies to help the students prepare.</p>	<p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>- Science project boards</p> <p>-Supplies for PFE events (Math Night/ Literacy Night, Meet and Greet, Science Night, Marvelous Monday)</p> <p>-Colored paper and labels for flyers and information needed for PFE events</p> <p>-Graphic Arts printing for PI events</p> <p>~Supplies to prepare and serve pancakes.</p>
<p>◆ Home-School Communication strategies includes:</p> <ul style="list-style-type: none"> <li>-Teacher Web website</li> <li>-Tiger Roar envelopes</li> <li>-Parent/family communication folders</li> <li>-FES brochures</li> <li>-Agendas</li> <li>-Home/School Connections newsletter</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <ul style="list-style-type: none"> <li>-Parent/family communication folders</li> <li>-Agendas</li> <li>-Tiger Roar envelopes</li> <li>-print an informative brochure highlighting programs at FES</li> </ul>

<p><b>5. TRANSITION:</b> What activities are in planned to transition incoming and outgoing students at your school? Be sure to list <b>at least one</b> for incoming and one for outgoing students.</p>		
<p>Incoming Students</p> <ul style="list-style-type: none"> <li>- In August of each year we hold a Meet and Greet night to introduce students to the school and teachers.</li> <li>-Teachers from the pre-school programs from outside agencies attend the IEP meetings at the end of the previous school year for pre-k students to ensure a successful transition.</li> <li>-Pre-K teachers meet with parents/families individually in the beginning of the year to</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p>introduce students to the new setting.          -Pre-K teachers hold a parent/family meeting at the beginning of the year for all new parents/families to explain curriculum and provide general information.          -Kindergarten teachers meet with parents/families individually in the beginning of the year to introduce students to the new setting and introduce the curriculum and expectations.          -Administrators offer tours of the school for new parents/families and students as needed.          -Feedback is obtained through conversations with parents and through the title one survey results.</p>	<p style="text-align: center;"><input type="checkbox"/> Other</p>	
<p>Outgoing students          – At the end of each year we have a day that our 5<sup>th</sup> grade students visit the Jr. High to be oriented for the following year.          - We include an administrator from the Jr. High in all 5<sup>th</sup> grade SAT and IEP meetings to plan for transitions.          -We invite an administrator from the Jr. High to speak to our 5<sup>th</sup> grade students at morning meeting in May about their upcoming transition.          - Feedback is obtained through conversations with parents and through the title one survey results.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:           A volunteer bus driver transports the students.</p>

<p><b>6. USE OF ACADEMIC ASSESSMENTS:</b> How does your school include teachers in decisions regarding the use of academic assessments?</p>		
<p><b>The fundamental question is what are the teachers expected to do with the data they have on their students:</b></p> <ul style="list-style-type: none"> <li>•Teachers are expected to participate in Professional Learning Community sessions and faculty meetings where data is discussed.</li> <li>•Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below).</li> <li>•Teachers are to use the data to develop lessons and interventions for at-risk students</li> <li>•Teachers are to PM these students to ensure interventions/lessons are addressing</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:           Tutors salaries and benefits           Computer lab para salary and benefits           Instructional para salary and benefits           Burst licenses and kits</p>

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student needs •BURST groups are formed based on the DIBELS assessment taken at the beginning of the year. Progress monitoring is conducted every 2 weeks. Based on those results, intervention groups may be restructured.	
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<b>7. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES:</b> What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.		
<p><b><u>Mental Health Providers</u></b>-(please adjust to fit your school’s MHP plan)  <b>MHP:</b> Due to the transient and often unstable environments that many of Folsom Elementary students experience, a Mental Health Provider will work with students for 20 hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administration (Mrs. Bodnar and Mrs. Sciortino) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Mrs. Sciortino will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student’s situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as PARCC, LEAP and iLEAP will also occur.</p>	<b>10. BUDGETS</b> used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Item(s) to be purchased to support this activity: MHP Salary and Benefits
<p><b><u>Positive Behavior Support (PBS) or other Social Curriculum</u></b>          Our PBS program includes a committee that meets monthly to review discipline data. We have</p>	<b>10. BUDGETS</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF	Item(s) to be purchased to support this activity: ~Popcorn and bags



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<p>quarterly celebrations (Tiger Pride) to reward good behavior. Students can earn Tiger Bucks for good behavior and spend them at the Tiger Buck Store monthly. We also have Positive Office Referrals weekly and students are announced every Friday.</p> <p>We also give Perfect Attendance Awards quarterly, recognize Students of the Month, and hold Honor Roll Breakfasts quarterly.</p>	<p>___SRCL          ___Title II          ___LA4          ___IDEA          ___Title III          ___Bond Money          ___Other</p>	<p>~Chips, prizes          ~Snowballs, waterslides, game materials, hoses, bubbles,          ~Tiger Buck Store Items:          Candy, prizes, small trinkets          ~Perfect Attendance Treats          ~Positive Office Referral Treats          ~Birthday Pencils          ~Free concession tokens</p>
<p><b><u>Instructional Program Enhancements</u></b></p> <p>Stephanie Weiner, a fulltime instructional aide, works with students in 3<sup>rd</sup> – 5<sup>th</sup> grade (under the supervision of a certified teacher) in the inclusive setting and in the resource setting working with students whose assessment data indicates they are performing below level.</p>	<p><b>10. BUDGETS</b> used to support this activity:          _X_ Title I          ___GFF          ___SRCL          ___Title II          ___LA4          ___IDEA          ___Title III          ___Bond Money          ___Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salary and benefits of instructional aide and computer lab para</p>
<p><b><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u></b></p> <p>Title I school funds pay for Faye Anglin who works with students in 1<sup>st</sup> -5<sup>th</sup> grade doing interventions including Voyager, BURST, and My Reading Coach to improve reading literacy skills. Students are identified based on DIBELS scores, statewide assessment results, classroom performance, and teacher recommendation. The program is evaluated quarterly based on progress made in the specific program as well as performance in the classroom. Adjustments are made as needed based periodically based on the program.</p> <p>Title I ROUF funds pay for Debbie Ortiz who works with students whose assessment data indicates they are performing below level in ELA.</p>	<p><b>10. BUDGETS</b> used to support this activity:          _X_ Title I          ___GFF          ___SRCL          ___Title II          ___LA4          ___IDEA          ___Title III          ___Bond Money          ___Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salary and benefits for tutors</p> <p>Burst Licenses</p>

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<p>She provides small group interventions for students daily. Students are monitored based on their daily performance and assessment in class. DIBELS scores are used to evaluate the effectiveness of the program.</p>		
<p><b><u>Technology Resources and Personnel (include names):</u></b>  <b>Computer Lab Instructional Aide (Lydia Bedo)</b>  – assists certified teachers with computer based instruction to enrich lessons.</p> <p><b><u>General Technology</u></b> to increase engagement:  Activboards, projectors, document cameras, activotes, Expressions, ipods, computers, printers, laptops</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  Salary and benefits for instructional aide in computer lab.  Computers, monitors, activboards and installation, Activboard wands and pens, projectors, document cameras, ipods, ipads, toners printers, replacement bulbs, charging cables, RAM for upgrades, and software to help teachers manage and supervise computer use</p>
<p><b><u>Technology Interventions/Progress Monitoring</u></b>  <i>List programs and describe how students are selected and monitored for each program listed.</i></p> <p>BURST students are chosen based on their beginning of the year DIBELS assessment. Progress is monitored every 10 days.</p> <p>Renaissance Place is used for assessment purposes to determine functioning levels of students, as well as to enhance student learning in the areas of fluency and comprehension. All students participate in this program. Monitoring is conducted quarterly with the STAR assessment.</p> <p>Brainpop is used to supplement instruction. All students have access to Brainpop. Monitoring is conducted at the end of the year based on teacher</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Software programs include:  Moby Max  Renaissance Place (AR and STAR)  BURST  Brain Pop</p>

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<p>usage.</p> <p>MobyMax is an enrichment program used to support the curriculum. This program is monitored by classroom teachers and administrators and made available for students to use at home. The program effectiveness is evaluated at the end of the year based on student progress.</p> <p>Reflex Math is an intervention provided by the special education department to target students with math computation deficits. Students are chosen based on their current performance in the area of math calculation and, at times, is related to the implementation of an IEP for students with a diagnosed need in this area. The program effectiveness is monitored periodically to check for progress.</p> <p>My Reading Coach is an intervention for students with delays in reading and spelling. It is implemented by an instructional aide, tutor, paraprofessional, and special education teachers. Students are chosen based on STAR reading assessments, Silveroli results, SAT recommendation, as well as through classroom assessments and weekly progress in the classroom. The progress is monitored periodically based on the program. Students are taken out of the program if progress is not being made. Then, a different program is chosen for the student based on their needs.</p> <p>Voyager is an intervention used for 1<sup>st</sup> and 2<sup>nd</sup> graders with a deficit in reading fluency and decoding. It is implemented by a certified tutor. Progress is monitored quarterly and adjustments are made as indicated. At the end of the year, an evaluation is used to determine the effectiveness of this program.</p> <p>Fast Forward is used as an intervention for students</p>		
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<p>with delays in language. It is implemented by speech therapists, computer lab para, instructional aide, paraprofessional, and special education teachers. Students are chosen based on the Silveroli, as well as through classroom assessments. The progress is monitored periodically based on the program. Students are taken out of the program if progress is not being made. Then, a different program would be chosen for the student to best meet their needs. At the end of the year, a final evaluation is conducted using Dibels scores to determine the effectiveness of the program.</p> <p>Achieve 3000 is an intervention used for at risk students to improve their comprehension of non-fiction text. Students are chosen based on their IEPs, SAT recommendation, Silveroli scores, and STAR results. The program is progress monitored quarterly and evaluated at the end of the year based on STAR results.</p>		
<p><b><u>Special Education Subgroup Data</u></b>  Based on 2016 spring testing results, SWD subgroup is consistently the lowest performing. In the area of ELA, 44.1% of SWD scored proficient. In the area of Math, 55.9% of SWD scored proficient.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>Special Education Program Design</u></b>  Based upon the above data, we have a Combination PEI/LA4 class which serves students with and without disabilities. In kindergarten, 1<sup>st</sup> grade, and 2<sup>nd</sup> grade, , we have full inclusive classes. Students are supported with either a special education teacher (in a co-teaching model) or with a paraprofessional. In</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III</p>	<p>Item(s) to be purchased to support this activity:  Title I para salary and benefits</p>

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<p>3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade, we have a combination of inclusive classes (with para support) and resource classes to meet the needs of students who need a more intensive level of instruction. Based on the data analysis of the progress made by the SWD subgroup (due to the implementation of the inclusion model), we made decisions to expand the inclusion structure in other grade levels.</p>	<p><input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	
<p><b><i>Classroom Size Reduction Teachers</i></b> (if applicable)  <i>Title I or Title II (include names)</i>  <b>State grade and how data supports this decision</b></p> <p style="text-align: center;">This area is non-applicable for us.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><i>Curriculum Enhancements</i></b>  <i>Field trips, instructional materials and supplies not mentioned previously in SIP</i></p> <p>Instructional Materials such as Scholastic News enhance the science and social studies curriculum by aiding in the instruction of the LA GLEs. Effectiveness is determined by student performance on tests.</p> <p>Test prep materials to aid in preparation for State Wide Assessments. - Sadlier Test Prep Books</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Scholastic News</p> <p>Test Prep books</p>

<p><b>8. COORDINATION OF PROGRAMS</b></p>		
<p>•McKinney Vento-All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p>	<p>Item(s) to be purchased to support this activity:</p> <p>•Tutoring</p>

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<p>Services, LA4 and IDEA</p> <ul style="list-style-type: none"> <li>•Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program.</li> <li>•Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding.</li> <li>•Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III.</li> <li>•Headstart children graduate into the feeder schools in the district in which they live. Receiving schools provide transition activities and services for children and parents/families.</li> </ul>	<p><input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input checked="" type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<ul style="list-style-type: none"> <li>•Clothing</li> <li>•School supplies</li> <li>•Field trip fees</li> <li>•Summer school fees</li> <li>•MHP services</li> <li>•Community Resource Connections</li> <li>•Meals</li> <li>•Services of the LEP para and LEP tutor</li> </ul>
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<b>9. HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?</b>		
<p>The Title I Committee meets and discusses all of the following:  <u><b>For each section below , be sure to include:</b></u></p> <ul style="list-style-type: none"> <li>◆<i>what data will be collected,</i></li> <li>◆<i>who is responsible for collecting the data,</i></li> <li>◆<i>when will it be collected,</i></li> <li>◆<i>how will it be manipulated and</i></li> <li>◆<i>who will write the final report.</i></li> <li>•</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b>Overall</b>-The school's performance on standardized test scores/ DIBELS scores</p> <p>Overall testing performance isn't reported until later in the school year. At that time, it will be analyzed by the School Improvement Committee to find strengths and weaknesses of the school as a whole, grade levels, subject areas, and subgroups. Adjustments to the programs at school will be made based on those results.</p>		
<p><b><u>Tutoring programs-</u></b></p> <ul style="list-style-type: none"> <li>•To evaluate the effectiveness of the <b>Mrs.</b></li> </ul>		

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<p><b>Fay Anglin (certified tutor)</b>, the tutor will be required to keep a spreadsheet with BOY, MOY and EOY Dibels info on each student for the subject area being tutored.</p> <ul style="list-style-type: none"> <li>•70% of students in tutoring programs will “lessen the achievement gap” BOY to MOY or BOY to EOY.</li> <li>•The district developed template will be used to calculate effectiveness of this program.</li> <li>•Faye Anglin will be responsible for completing the district developed template for each program. She will enter students in the program on the appropriate tab at the beginning of the year.</li> <li>•DIBELS data will be entered BOY, MOY and EOY according to written instructions.</li> <li>•Student additions to the program will be entered according to written directions.</li> <li>•At the end of the year, students demonstrating more than 1 year of growth (closing of the achievement gap) will receive a 1, other will receive a 0</li> <li>•Percent success will be reported by grade and overall for program.</li> <li>•The final data will be delivered to Mrs. Sciortino who will write the summary paragraph for the evaluation draft.</li> </ul> <p style="text-align: center;">•To evaluate the effectiveness of  <b>Mrs. Debbie Ortiz (certified tutor)</b>, will be required to keep a spreadsheet with, MOY and EOY dibels info on each student for the subject area being tutored.</p> <ul style="list-style-type: none"> <li>•70% of students in tutoring programs will “lessen the achievement gap” BOY to MOY or BOY to EOY.</li> <li>•The district developed template will be used to calculate effectiveness of this program.</li> <li>•Debbie Ortiz will be responsible for completing the district developed template for each program. She will enter students in the program on the</li> </ul>		
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<p>appropriate tab at the beginning of the year</p> <ul style="list-style-type: none"> <li>•DIBELS data will be entered BOY, MOY and EOY according to written instructions.</li> <li>•Student additions to the program will be entered according to written directions.</li> <li>•At the end of the year, students demonstrating more than 1 year of growth (closing of the achievement gap) will receive a 1, other will receive a 0</li> <li>•Percent success will be reported by grade and overall for program.</li> <li>•The final data will be delivered to Mrs. Sciortino who will write the summary paragraph for the evaluation draft.</li> </ul> <p><b>Moby MAX</b></p> <p>To evaluate the effectiveness of <b>Moby Max</b>, we will look at the level students scored in the beginning of the year and at the end of the year in the classroom used to pilot the program.</p> <ul style="list-style-type: none"> <li>•The teacher assigns students as needed to MobyMax.</li> <li>•Classroom teacher has a spreadsheet of students in the program.</li> <li>•Students in the program will be tracked by Grade Equivalent</li> <li>•Starting GE will be subtracted from end GE. Looking for one year growth</li> <li>•Students making the targeted growth will score a “1” and other a “0”</li> <li>•Class lists will be given to Mrs. Bodnar.</li> <li>•Program goal is for 70% of the students to be successful.</li> </ul> <p><b>AR/STAR</b></p> <p>To evaluate the success of <b>Renaissance Place</b>, Mrs. Sciortino will compare STAR Reading scores from August to May.</p> <ul style="list-style-type: none"> <li>•Students in the program will be tracked with STAR Growth Report</li> <li>•Students who demonstrate more than 1 year</li> </ul>		
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<p>of growth will score a “1”. Others will score a “0”.</p> <ul style="list-style-type: none"> <li>•Classes are expected to have 80% of their students grow more than 1 year.</li> <li>•Classes meeting this goal will earn a “1”. Others will earn a “0”.</li> <li>•The total number of points will be divided by the number of classes in the program.</li> <li>•80% of the classes should demonstrate more than 1 year’s growth for the program to be considered successful.</li> </ul>		
<p><b>Lydia Bedo</b></p> <ul style="list-style-type: none"> <li>•This program will be evaluated using the Para created technology checklist for k-2 and 3-5</li> <li>•Students are expected to grow 5 checks in a year.</li> <li>•Students receiving services in the computer lab will be entered on a spreadsheet along with their score on the pre and post assessments</li> <li>•Students who receive 5 checks will score a “1”. Others will score a “0”. Students with a perfect end score will also receive a “1”.</li> <li>•The total number of points will be divided by the total number of students to determine the % success of the program</li> <li>•The goal is for a 70% success rate.</li> </ul>		
<p><b>Stephanie Weiner</b></p> <ul style="list-style-type: none"> <li>•This program will be evaluated using the report card grades of students in the program. Student grades should be maintained at a “C” or higher.</li> <li>•A spreadsheet will be created to reflect students’ grades to determine effectiveness.</li> <li>•Students who make a “C” or higher each grading period will score a 1. Students who do not make a “C” will score a 0.</li> <li>•The total number of points will be divided</li> </ul>		

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<p>by the number of students to determine the % success of the program.</p> <ul style="list-style-type: none"> <li>•The goal is for a 70% success rate.</li> </ul>		
<p><b>BrainPOP</b>  Teacher Log-in report</p> <ul style="list-style-type: none"> <li>•The goal is for the program to be used by the school an average of 1 hour per teacher per year.</li> <li>•Report to be pulled is the usage data report</li> <li>•The total number of hours will be divided by the number of teachers to determine the average time per teacher.</li> <li>•In order for the program to be considered successful, the average needs to exceed 1 hour.</li> </ul>		
<p><b><u>Parent/family engagement</u></b></p> <p>Our goal is to increase the attendance rates at Title I events to 30% of those invited to attend. The AP will determine the percentage of attendance for each event.</p> <ul style="list-style-type: none"> <li>•Sign in sheets will be kept for each event.</li> <li>•The number of people who attend will be noted on a spreadsheet listing all events for the year.</li> <li>•The number of potential attendees will also be noted on the spreadsheet.</li> </ul> <p>The total number of attendees at all events will be divided by the total number of potential attendees at all events to determine the percentage attendance for the year.</p>		
<p><b><u>MHP Evaluation Form</u></b></p> <p>The goal of the MHP is to decrease referrals and show academic stability. Mrs. Sciortino will gather data and determine effectiveness at the end of the year.</p> <ul style="list-style-type: none"> <li>•The MHP will complete the STPSB 2016-2017 Outcomes Measures for Mental Health Providers at the end of each 9 week period and give it to the</li> </ul>		

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<p>administration no later than 1 day after the end of the third nine week period.</p> <ul style="list-style-type: none"> <li>•Student can earn up to two points, 1 for improved or stable satisfactory academics (ELA and math) and 1 for decrease in referrals as year progresses.</li> <li>•The total number of points are tallied and divided by two times the number of students to get the percent success.</li> <li>•Programs will be considered successful if the program has a 70% success rate.</li> </ul>		
<p><b><u>Professional Development</u></b></p> <p>For the professional development program to be considered successful, Mrs. Sciortino will complete a spreadsheet calculating the number and percentages of teachers who met their ELA SLT.</p> <ul style="list-style-type: none"> <li>•For teachers regularly participating in the PD program, <b>the teachers</b> will be required to keep a spreadsheet with BOY and EOY SLT info on each student.</li> <li>•Students meeting their learning target will be considered successful and given a “1”. Those not reaching their target will get a “0”.</li> <li>•A percentage of successful students will be determined for each teacher.</li> <li>•Teachers will be considered successful if 80% of the students meet their SLT target. This information will be entered on a spreadsheet.</li> <li>•Teachers meeting their goal will earn a “1 other will score a “0”</li> <li>•The total number of points will be divided by the number of teachers to get the success rate.</li> <li>•If 80% of teachers met their goal, our PD program will be considered successful.</li> <li>•This will be calculated for all teachers who attended PD on a regular basis.</li> </ul>		

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<p><b><u>HOW</u></b> are the <b><u>results of the assessment REPORTED</u></b> to the <b><u>FACULTY</u></b>?</p> <p>The results of the Title I report will be reported to the faculty at a faculty meeting in August, 2017 by Principal, Assistant Principal and TRT.</p> <p>The way the funds are spent for the 2016-2017 school year will reflect the successes and refinements needed as a result of the 2016-2017 evaluation. This will be made evident during the presentation.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>HOW</u></b> are the <b><u>results of the assessment REPORTED</u></b> to the <b><u>PARENTS/FAMILIES</u></b>?</p> <p>The results of the Title I report will be reported to the parents/families by administrators at the Open House in September, 2017 and placed on the school website on the Title I link.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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**DISTRICT ASSURANCES**

- I certify that this school improvement plan was designed to improve student achievement with input from all stakeholders.
  
- I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
  
- I hereby certify that this plan has all of the following components:
  - Evidence of the use of a comprehensive needs assessment, which should include the following data analysis information:
    - Data Triangulation
    - Data Comprehensive Needs Assessment Summary Report
  - Goals and measurable objectives
  - Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
  - Professional development components aligned with assessed needs
  - Plans for transitioning preschool children to local elementary school programs
  - Family and community engagement activities aligned with assessed needs
  - Evaluation strategies that include methods to measure progress of implementation
  - Coordination of fiscal resources and analysis of school budget
  - An action plan with timelines and specific activities for implementing the above criteria
  
- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson, School Improvement Team

\_\_\_\_\_  
Date

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