

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Folsom 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
Kindergarten showed the highest percentage of decrease in intensive from 32% in 2013 to 6% in 2017 and strategic from 32% in 2013 to 15% in 2017 and the highest percentage of increase in benchmark from 36% in 2013 to 79% in 2017.	Kindergarten has the highest percentage of at risk with 32% in 2013, 30% in 2014, 22% in 2015. First Grade had the highest percentage of at risk with 29% in 2016 and 24% in 2017.
We have had a higher CRT Assessment index score every other year due to changes in curriculum and standards across subject matter by an average of 2.95 points.	We have had a lower CRT Assessment index score every other year due to testing platforms, inconsistent curriculum, and increase in sped population by an average of 2.95 points.
Third grade increased their ELA Index Score from 87.3 in 2013 to 103.6 in 2017. Fourth increased their ELA Index score from 99.6 in 2014 to 104.8 in 2017. Third Grade increased their math index from 76.6 in 2015 to 104. 4 in 2017. Fourth Grade increased their Math index from 95.1 in 2015 to 109.3 in 2017.	Fifth Grade consistently decreased their index scores in ELA from 93.2 in 2013 to 91.9 in 2017, Math from 92.1 in 2013 to 84.6 in 2017, Science from 94.9 in 2013 to 76.1 in 2017, and Social Studies from 85.3 in 2013 to 59.6 in 2017.
ELA Knowledge of Language and Conventions was the highest Subclaim across grade levels with an increase in 3rd grade from 37% to 61%, 4th grade from 34% to 44%, and 5th Grade from 21% to 30% Mastery/Advanced in 2016-2017. Our Math Subclaim strength is inconsistent across grade levels.	ELA Written Expression is the Lowest Subclaim across grade levels with an average decrease of 15% from 2016-2017. Modeling and Application in Math was the Lowest Subclaim across grade levels with an average decrease of 10% in 2016-2017.
Math seems to be a slightly greater strength across grade levels due to more intense instruction through various modeling and problem solving strategies with an average increase of 21.1% in 3rd and 4th grade from 2015-2017.	ELA Written Expression is the Lowest Subclaim across grade levels with an average decrease of 15% from 2016-2017. Modeling and Application in Math was the Lowest Subclaim across grade levels with an average decrease of 10% in 2016-2017.
The 4th Grade White subgroup had the highest percentage in ELA with 91.2% and Math with 94% over the last 3 years.	The 4th grade SWD subgroup had the lowest percentage proficient score with 44% in ELA and 53.2% in Math over the past 3 years.
Black-ELA-3rd grade increased 55%, SWD-ELA-3rd Grade increased 57%, Black-4th Grade increased 25% proficiency	Black-Math-5th Grade percent proficiency decreased by 33%
The Black subgroup in ELA decreased the achievement gap from 19.7% in 2015 to 9.3% in 2017. For math, there is no consistent decrease in the gap from year to year.	The SWD increased their achievement gap from 6.2 to 8.2 from 2015-2017 in ELA. SWD maintained for two consecutive years but increased their achievement gap to 35.4% in 2017 in Math.

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<p>The 3rd grade black subgroup increased in ELA proficiency from 41.7% in 2013 to 88.9% in 2017. The 4th grade black subgroup increased in Math proficiency from 57.1% in 2015 to 76.5% in 2017.</p>	<p>The 5th grade Black subgroup decreased in Math percent proficiency from 100.0% in 2015 to 66.7% in 2017.</p>
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DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data

GOALS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis*

1. In the area of ELA Written Expression, an average of 33.7% of students in grades 3-5 scored Proficient (Mastery and Advanced) on the 2016 LEAP. By May, 2018, we will show a 10% increase in students scoring Proficient to 43.7%..

[Written Expression Subclaim \(Mastery and Advanced\) Results:](#)

[Strategies Used: RACE, RAPS, Guidebooks 2.0](#)

[Reflection Statement:](#)

2. In the area of Math Modeling and Application, an average of 56% of students in grades 3-5 scored Proficient (Mastery and Advanced) on the 2016 LEAP. By May, 2018, we will show a 10 point increase in students scoring proficient to 66%.

[Modeling and Application Subclaim \(Mastery and Advanced\) Results:](#)

[Strategies Used: RICE, Brain Pop, Moby Max](#)

[Reflection Statement:](#)

3. From Spring, 2017 to Spring, 2018, the students in the subgroup Students with Disabilities for the Whole School will increase their Assessment Index score by at least 7 points from a 63.0 to 70.0 on LEAP.

[SWD Subgroup Index Results:](#)

[Strategies Used:](#)

[Reflection Statement:](#)

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 MEASURE
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • Parents/families will be involved in the design of the School Improvement Plan through attendance at the School Improvement Plan meeting in November/December where the plan is reviewed and revised. Agenda and sign-in sheets are filed for documentation. • 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. • 2018 Spring parent survey will be analyzed and used as a part of the evaluation as well as the effectiveness results which will be presented at one of the PFE activities in the beginning of the 2018-19 school year. 	<p>Goal(s):</p> <p>1 2 3</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>-Refreshments -Colored paper, card stock and labels for flyers and information needed</p>	<p>Effectiveness Measure:</p> <p>Title I Parent Survey (Questions 1-5) -According to the PFE survey, 66% of parent who took the survey were aware that we have a SIP while only 47% knew how to access it. -Out of the 47 responses, 53% did not read the SIP. -57% stated they were given an opportunity to provide feedback.</p> <hr/> <p>Effectiveness Results:</p> <p>Number of Responses: 47</p> <ul style="list-style-type: none"> • Were the results shared: 55.3% indicated results were shared; 36% didn't know • Aware of SIP Plan: 66% • How to Access: 46.8% • Understandable Format: 48.9% said it's

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				<p>understandable; 53.2% did not read it</p> <ul style="list-style-type: none"> Feedback: 57.4% said opportunity was provided to give feedback <p><u>Reflection:</u> We did not get as many responses as this was the first year of surveys being on-line. We need to do more to promote it next year. More were aware of the SIP than those who knew how to access it. We will need to put this on one of our school newsletters as well as how to provide feedback when the SIP is complete for the 2018-2019 year. At Pancakes and Parents, we will share highlights of the SIP and provide the link for parents to access it.</p>
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> In March, we meet with the PFE committee 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 	<p>Goal(s):</p> <ol style="list-style-type: none"> 	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p> <ul style="list-style-type: none"> -Refreshments -Colored paper, card stock and labels for flyers and information needed 	<p>Effectiveness Measure:</p> <p>Title 1 Parent Survey (Questions 6 - 8)</p>

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<p>Program.</p> <ul style="list-style-type: none"> • In August, all teachers make introductory phone calls to parents of the students in their classroom. Teachers receive feedback from the parents on how the child learns best, and what their needs are. • 504 meetings, IEP meetings, and SAT meetings, which include parents, teachers, administrators, and support personnel, are held as needed/required to make educational decisions. • “Ticket out the Door” feedback from PFE events is used in decision making for future PFE activities. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p> <ul style="list-style-type: none"> • Viewed as valuable Stakeholders: 98% • Input in child’s educational decisions: 94% • Input in School-wide decisions: 77% <p>Reflection:</p> <p>-We are pleased with the results of the survey that parents feel valued as stakeholders and decision makers in the school.</p> <p>-We will continue to think of ways to involve parents and stakeholders next year since it is the lowest percentage (77%)</p>
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> ◆ Meet and Greet- held in August; parents meet the assigned classroom teacher and learn academic expectations for the school year. ◆ Open House- Parents are informed of specific teacher policies, procedures, and expectations. ◆ Title I Compact and School/Family Compact/Policy- sent home in the beginning of each school year; outlines ESSA requirements which include how the parents/families, the entire school staff and the students will share the responsibilities for improved student academic achievement (including students with disabilities). ◆ 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 	<p>Goal(s):</p> <p>1 2 3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p> <p>-Postage</p> <p>-Curriculum reinforcement packets for parents to work with children at home</p> <p>-Title I Compacts</p> <p>-School/Family Compact/Policy</p>	<p>Effectiveness Measure:</p> <p>Title 1 Parent Survey (Questions 9 – 10) (Questions 13 -14)</p> <hr/> <p>Effectiveness Results:</p> <p>Effectiveness of communication: The survey indicates we do a great job of communicating school and class events (81%, 77%), but have been less effective with communicating grade level curriculum and school goals and expectations (8.5%).</p>

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<p>their children.</p> <ul style="list-style-type: none"> ◆ Teacher Websites, agendas, Newsletters/Monday Memos- form of communication teachers use to inform parents of the academic focus of the week along with homework assignments and other important information. ◆ Tiger Roar Envelopes/Red Communication Folders- Teacher send home graded and informative papers, along with behavior reports for parent to review. ◆ Student Progress Center- At Pancakes and Parents PFE activity, parents are given instructions on accessing Student Progress Center. This site is used to view student grades, statewide assessment scores, discipline records, and attendance. ◆ 504 meetings, IEP meetings, and SAT meetings, which include parents, teachers, administrators, and support personnel, are held as needed/required to make educational decisions. 			<p>-NNPS Membership</p> <p>-Website subscription</p> <p>-Agendas</p> <p>-Tiger Roar Envelopes</p> <p>- Red Communication Folders</p> <p>--Supplies needed to prepare pancakes for Pancakes and Parents</p>	<p>Preferred method: 30% of those who responded to the survey prefer to communicate through phone calls and 25% prefer communication through email.</p> <p>PFE Activities: 91.5% of those surveyed were able to attend the PFE activities. 3 of the 4 who responded that they were unable to make it were due to work conflict.</p> <p><u>Reflection:</u> We offer our PFE activities at a variety of times through the day. We attribute our high attendance rate to this.</p>
<p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> • 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 including Pancakes and Parents. 	<p>Goal(s):</p> <p>1</p> <p>2</p> <p>3</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>-Supplies needed to prepare pancakes for Pancake and Parents</p>	<p>Effectiveness Measure:</p> <p>N/A</p> <hr/> <p>Effectiveness Results:</p> <p>N/A</p>

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<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. <i>(Title VI of the Civil Rights Act of 1964)</i> Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s):</p> <p>1 2 3</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Items Needed:</p>	<p>Effectiveness Measure: Title 1 Parent Survey (Questions 11 – 12)</p> <hr/> <p>Effectiveness Results: 6% of respondents required translation services with 27% stating they were in a timely fashion.</p> <p><u>Reflection:</u> Only 3 people responded that they required translation services. And 3 responded that yes, their needs were met in a timely manner.</p>
<p><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child’s progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.</i></p>				
<p>Parent Family Engagement Activity 1: <u>Meet and Greet</u>- Students and parents/families meet the assigned classroom teacher to discuss academic curriculum and expectations for the school year.</p>	<p>Goal(s):</p> <p>1 2 3</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4</p>	<p>Items Needed:</p> <p>-Colored paper, card stock and labels for flyers and information needed -Teachers are paid</p>	<p>Effectiveness Measure:</p> <p>-“Ticket out the Door” -Attendance Rate -2018 Spring Survey Results</p>

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	1.5 hours for attending Meet and Greet	Effectiveness Results: 80% of families attended Meet and Greet.
Parent Family Engagement Activity 2: <u>Pancakes and Parents</u> – 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. Specific instructions on accessing Moodle, Student Progress Center, and My Payment Plus.	Goal(s): 1 2 3	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed: -Colored paper, project borders, easel pads, card stock and labels for flyers and information provided to parents - Supplies to prepare and serve pancakes.	Effectiveness Measure: -“Ticket out the Door” -Attendance Rate -2018 Spring Survey Results <hr/> Effectiveness Results: 60% of parents attended Pancakes and Parents.
Parent Family Engagement Activity 3: <ul style="list-style-type: none"> • <u>Science Night</u>- 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 required science project. They will be given time and materials to begin working on the project board. • <u>Family Math and Literacy Night</u>- Parents/families will learn strategies in math and language arts that they can use at home to help their students be successful. • <u>Testing Tuesday</u>- 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 	Goal(s): 1 2 3	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed: -Colored paper, easel pads, card stock and labels for flyers and information provided to parents -Project Boards, lettering, border for science projects -Samples of completed Science Fair boards	Effectiveness Measure: -“Ticket out the Door” -Attendance Rate -2018 Spring Survey Results <hr/> Effectiveness Results: 42% of parents attended Science Night while only 13% attended Math and Literacy Night. 20% of parents invited attended Testing Tuesday. Because of the low

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students prepare.				attendance rate for Math and Literacy Night, the PFE committee has decide to change that event and create a STEM event in its place for the 2018-2019 schoolyear.
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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.)*

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Instructional Para (fulltime) works with students in 3rd – 5th grade (under the supervision of a certified teacher) in the inclusive setting and in the intervention setting working with students whose assessment data indicates they are performing below level, including students with disabilities. 	<p>Goal(s):</p> <p>1 2 3</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4</p>	<p>Items Needed:</p> <p>-Computer lab para salary and benefits -Instructional para salary and benefits -Promethean Board</p>	<p>Effectiveness Measure:</p> <p>DIBELS Statewide Assessments Report card grades Intervention usage reports and progress reports</p>

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<ul style="list-style-type: none"> ○ Computer Lab Para- – assists certified teachers with computer based instruction to enrich lessons and standardized test preparation. ○ Teachers use a variety of resources to enhance the curriculum and to increase student engagement including: Moby Max, Guidebooks, Scholastic News, Brain Pop, and Achieve 3000. ● Brain Pop- Website that encompasses all subjects that teachers use as a tool to enhance state standards by keeping students engaged through short videos and quizzes about specific topics and skills ● Guidebooks 2.0 -Third Grade; Third nine weeks: Because of Winn Dixie and Fourth nine weeks: Louisiana Purchase; Fourth Grade: The Lightning Thief; Fifth Grade: The Lion, The Witch and the Wardrobe; First Grade: Moon Cake; Second Grade: The Ox-Cart Man. ● Moby Max- teaching website with all subjects with our focus on math, utilized weekly in computer lab and daily in work stations. ● Scholastic News – This is a weekly news periodical used to teach current events in grades 2nd through 5th. ● Achieve 3000 – On-line access to non-fiction articles with text based questioning and opportunities for typed responses for students according to their lexile level including SWD. ● Science Lab is used to teach science standards. Students participate in hands-on experiments and explore scientific methods followed by summarizing their findings. ● Most of our SWD are serviced in the inclusion, with the exception of 45 minutes spent on interventions (see above). Students with more significant needs are serviced in the resource setting. They also receive 45 		<ul style="list-style-type: none"> <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>and projectors (purchase and installed)</p> <ul style="list-style-type: none"> -Projector Bulbs -Promethean Pens -Computers -Headphones -Mice - Cables -Printers -Scholastic News -Brain Pop -Achieve 3000 licenses -Reflex Math licenses -Moby Max licenses -Science Boards -Guidebooks -Novel/Book Sets -Tradebooks -Binders -Paper -Supplies for Science Lab (microscopes, magnets, anatomy models, goggles, burner, stopwatches, etc.) 	<p>Effectiveness Results:</p> <p>Achieve 3000 81 5th grade students used Achieve 3000 on a weekly basis. The average lexile level growth for this group is 92 points.</p> <p>Moby Max has not been used with fidelity during this schoolyear. We will not be using this program in the future.</p>
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<p>minutes of interventions daily.</p> <ul style="list-style-type: none"> Teachers instruct students, including SWD, using a variety of instructional strategies across all subject areas including RACE, RICE, RAPS, Kagan, and various differentiated instructional strategies. 				
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> DIBELS- Students in K-3rd grades performing below reading proficiency level are identified using the DIBELS assessment and are recommended for interventions including SWD. Reflex Math – used to identify students’ math fact fluency baseline working towards the goal of 100% fluency. Common assessments used in 3rd-5th grade LEAP 360- used with 4th and 5th graders 	<p>Goal(s):</p> <ol style="list-style-type: none"> 1 2 3 	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Renaissance Place subscription</p> <p>Moby Max subscription</p>	<p>Effectiveness Measure:</p> <p><u>Reflection</u></p> <hr/> <p>Effectiveness Results:</p> <p><u>Reflection:</u> Using the assessments to group students for small reading groups and other purposes was appropriate.</p>
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> In the beginning of the year, teachers look at statewide assessment results from the previous Spring, beginning of the year diagnostic assessments, Moby Max and STAR functioning levels, DIBELS, and grades from the previous schoolyear to determine students lacking in proficiency that would benefit from interventions. IEPs, IAPs, and SAT documents are used to determine placement into specific interventions based on students’ identified needs. 	<p>Goal(s):</p> <ol style="list-style-type: none"> 1 2 3 	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>-paper for copies</p> <p>-toner for printers and copy machines</p>	<p>Effectiveness Measure:</p> <p><u>Reflection</u></p> <hr/> <p>Effectiveness Results:</p> <p><u>Reflection:</u> Using these methods to place students in interventions was successful. Student progress in these interventions was noted and adjustments were made.</p>

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<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Tutor- works with students in 1st -3rd grade doing Voyager interventions to improve reading literacy skills. • Tutor- works with all students, including swd, whose assessment data indicates they are performing below level in ELA. She works in small groups with students daily. (ROUF funds) • Reflex Math is an intervention used to target students with math computation deficits. • Voyager is an intervention used for 1st, 2nd, and 3rd graders with a deficit in reading fluency and decoding. • Fast ForWord is used as an intervention for students with delays in language. • 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. • Project Read is used with students who are dyslexic or who are lacking basic phonology and spelling skills. 	<p>Goal(s):</p> <p>1 2 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> -Tutors' salaries and benefits -Voyager materials -Renaissance Place subscription -Computers, mice, headphones -Wiring for computer lab 	<p>Effectiveness Measure:</p> <p>DIBELS Statewide Assessments Intervention usage reports and progress reports Report card grades Silveroli</p> <hr/> <p>Effectiveness Results:</p> <p>Reflex Math 42% students mastered 80-100% fluency.</p> <p>Voyager 9 first grade students participated and averaged a 60 composite score on the EOY DIBELS.</p> <p>Fast ForWord 11 out of 13 students made exceptional progress in the program.</p> <p>Achieve 3000 38 students participated in Achieve 3000 as an intervention 4 days a week for 30 minutes. The average lexile growth for this group was 68 points.</p> <p>Project Read 5 at risk students were given instruction on the use of Project Read. Those students were able to maintain or improve their</p>
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				grades as a result of using project read.
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> ○ Proper documentation of failed interventions and failure to meet grade level expectations result in a parent conference and referral to the SAT process. As a result of the SAT process, students may be referred to 504 or for a PAS evaluation. ○ Progress of students with disabilities is monitored closely and changes in IEPs are made as necessary. 	<p>Goal(s):</p> <p>1 2 3</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <p>Reflection</p>
				<p>Effectiveness Results:</p> <p><u>Reflection:</u> Referral to SAT has proven appropriate as indicated by the number of students who were evaluated and needed services. IEPs meetings are held to determine warranted on IEPs.</p>
<p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</p> <ul style="list-style-type: none"> ○ The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. ○ Students in the LEP program are supported in the general class by an ELL para. 	<p>Goal(s):</p> <p>1 2</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <p>English Language Proficiency Test Subgroup EL LEAP2025 scores for 2017-2018 school year; Reflection</p>
				<p>Effectiveness Results:</p>

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<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> ○ Inclusion is widely used in all grade levels and is supported by instructional paras, sped paras, tutors, MAE teachers, and Resource teachers. ○ Students in the LEP program are supported in the general class by an ELL para. ○ Resource Class is used to provide instruction to students who were unsuccessful in the inclusion program. 	<p>Goal(s):</p> <p>1 2 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <p>Reflection</p> <hr/> <p>Effectiveness Results:</p> <p><u>Reflection:</u> Our at risk students benefit from the extra support given by instructional paras in these classrooms. The paras provide focused small group instruction.</p>
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> ○ Robotics coding- Using Science and technology to enhance student interest in computer coding while working in collaborative groups to complete specific goals through STEM activities. ○ Field trips- each grade level goes on 2 field trips per year. Teachers must justify the educational purpose of the field trip according to the standards. Field trip locations include Louisiana Discovery Center, Pumpkin Patch, Strawberry Patch, Renaissance Festival, Bogue Chitto State Park nature tour, Honey Island Swamp Tour, Istagator Farm, Mile Branch Settlement of Colonial Times, Institute of Marine Mammal Studies, and Culinary Kids. ○ Extended School Year Program- students with disabilities qualify based on their needs to have instruction on goals taught over a 12 year period so that learned material is not lost over the summer break ○ Louisiana Day- planned for 3rd grade students to teach standards specific to the state of Louisiana ○ Math Tutoring- Students who are performing at Basic and Approaching Basic level attend 45 minutes of instruction (4 	<p>Goal(s):</p> <p>1 2 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> -Robotics Kits -Tablets to operate robots - Louisiana Day supplies 	<p>Effectiveness Measure:</p> <p>Statewide Assessment Report Card Grades IEP Progress Reports Intervention Data Reflection</p> <hr/> <p>Effectiveness Results:</p> <p>Math Tutoring (28) 4th and 5th grade students participated in math tutoring. 75% of these students maintained a “C” or higher in the 3rd nine weeks. 100% of these students received a “C” or higher in the 4th nine weeks.</p>

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days/week) for test preparation in specific math skills				
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Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:

<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a Mental Health Provider (MHP) will work with students 8 hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. 	<p>Goal(s):</p> <ol style="list-style-type: none"> 	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p> <p>MHP Salary and Benefits</p>	<p>Effectiveness Measure:</p> <p>MHP Data Tracking Form</p>
				<p>Effectiveness Results:</p> <p>The MHP met with 23 students on a regular basis. 83% of those students maintained satisfactory grades throughout the school year. 78% of those students maintained acceptable behavior or had a decrease in inappropriate behavior.</p>

Implementation of a schoolwide tiered model to prevent and address problem behavior:

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> Counselor provides small group sessions for targeted students who exhibit repeated behavior problems. Counselor provides whole class lessons biweekly to all students. Lessons are focused on character development. Counselor provides community resources to parents who 	<p>Goal(s):</p> <ol style="list-style-type: none"> 	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed:</p> <p>Perfect Attendance Goodie Bags Certificates Tiger Buck Store items Tiger Bucks</p>	<p>Effectiveness Measure:</p> <p>JPAMS reports; Percentage of Suspensions/Expulsions</p>
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<p>are struggling with parenting skills.</p> <ul style="list-style-type: none"> • PBS program includes a committee that meets monthly to review discipline data. We have 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. • Mentor teacher works with students during recess on team goals, achieving goals, and attacking the day in a positive manner while playing team sports. • We also give Perfect Attendance Awards quarterly, recognize Students of the Month, and hold Honor Roll Breakfasts quarterly. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Trophies Medals	<p>Effectiveness Results: Only 2.7% of our students received an OSS during this school year. The PBIS committee meets monthly to track the number of detentions for the entire school as well as the “repeat offenders”. Adjustments to the PBIS incentives are made as needed.</p>
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Strategies for Assisting Students in the Transition from One School to the Next:

<p>Transition Activities for Incoming and Outgoing Students:</p> <p>Incoming Students</p> <ul style="list-style-type: none"> - In August of each year we hold a Meet and Greet night to introduce students to the school and teachers. -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. -Pre-K teachers meet with parents/families individually in the beginning of the year to 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. <p>Outgoing Students</p> <ul style="list-style-type: none"> – At the end of each year we have a day that our 5th grade students visit the Jr. High to be oriented for the following year. - We include an administrator from the Jr. High in all 5th grade SAT 	<p>Goal(s):</p> <ol style="list-style-type: none"> 1 2 3 	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p> <p>Bus driver to transport 5th grade students to FJH volunteers his time.</p>	<p>Effectiveness Measure: Title 1 Parent Survey (Questions 16 – 17)</p> <hr/> <p>Effectiveness Results: 83% of people who responded felt that this question on the PFE survey did not pertain to them because they did not have students initially entering the school. Only 4% were not aware of our transition activities.</p> <p>96% of 5th grade students at FES attended an orientation to FJH.</p> <p>100% of our pre-k parents</p>
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<p>and IEP meetings to plan for transitions. -We invite an administrator from the Jr. High to speak to our 5th 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>are required to attend pre-k orientation meetings.</p> <p>95% of our kindergarten parents attend individualized orientation meetings.</p>
<p>High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:</p>				
<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> Teachers meet monthly by grade level for 70 minutes to discuss topics such as curriculum development and resources, pacing instruction of standards, assessment development, and effective strategies to drive instruction. The TRT facilitates PLC meetings with the guidance of administrators and curriculum specialists. 	<p>Goal(s):</p> <p>1 2 3</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Subs provided for PLC meetings</p> <p>Copies, binders</p>	<p>Effectiveness Measure:</p> <p>Reflection</p> <hr/> <p>Effectiveness Results:</p> <p><u>Reflection:</u> Our PLC meetings were held monthly. We are pleased with the conversations between our teachers in this collaborative environment.</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> Instructional Coach is working with the teacher of SWD in understanding the 5th grade standards and how to teach strategies for math problem solving. Special Education Curriculum Specialist will work with Resource teachers in scaffolding standards to meet the 	<p>Goal(s):</p> <p>3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4</p>	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <p>Reflection</p>

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<p>needs of the students in that setting.</p> <ul style="list-style-type: none"> Special Education Curriculum Specialist will work with Resource teachers in developing lessons aligned with the LEAP Connectors. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results: <u>Reflection:</u> Our teachers would benefit from a full time instruction coach being assigned to our school.</p>
<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. Teacher openings are advertised through the district website. District leaders attend local college and university teacher recruitment fairs in the fall and spring. The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites. Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. Placement of Student Teachers from local universities The STAR (Students Teaching And Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools. District Human Resources Coordinator serves as a speaker on college campuses for different education courses. District Human Resources Coordinator serves on various College of Education department committees at local universities. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: Reflection</p> <hr/> <p>Effectiveness Results: <u>Reflection:</u> This type of recruitment has worked well for our school. We are pleased with recent additions to our faculty.</p>
<p>Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:</p>				

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<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> N/A 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: N/A</p> <hr/> <p>Effectiveness Results: N/A</p>
<p>Coursework to Earn Post-Secondary Credit:</p> <ul style="list-style-type: none"> N/A 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: N/A</p> <hr/> <p>Effectiveness Results: N/A</p>
<p><i>Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:</i></p>				
<p>McKinney Vento:</p> <ul style="list-style-type: none"> 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. <p>Food Services:</p> <ul style="list-style-type: none"> All students whose income qualifies them for free/reduced meals participate in the federal food service program. <p>Special Education:</p> <ul style="list-style-type: none"> Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding. <p>English as a Second Language (ESL):</p>				

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- Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

21st Century Programs:

- Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.

Headstart Preschool Programs:

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

4. Regular Monitoring and SIP Revision

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

Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- In August, the SIP Committee meets to discuss new plans for the upcoming school year (tutoring plan, interventions, para schedules, etc.)
- In September, the SIP Committee meets to complete a Data Analysis to help determine strengths and weaknesses of our school.
- In October, the SIP Committee meets to discuss revision of the Title I budget.
- In November, the SIP Committee meets to develop our SIP.
- In January, the SIP Committee meets to review the SIP and revise as necessary.
- In March, the SIP Committee meets to review the SIP and revise as necessary.
- In May, the committee meets to gather all of the data for the evaluation of Title I programs and to write the Evaluation.

Describe how the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:

- The SIP committee makes adjustments on use of Title I budget according to analyzed data
- PLC topics are adjusted based on the needs determined by analyzing the data
- Curriculum Specialists/Instructional Coaches are invited to provide professional development in the areas of academic needs based on the data
- Adjustments are recommended to the PFE committee to adjust activities based on areas of need

Describe how diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, claims/subclaims, and subgroups:

- Teachers, IEP team members, etc. pull intervention reports weekly/quarterly (depending on interventions)
- Diagnostic testing results are analyzed as score results become available
- Benchmark assessments are performed 3 times/year and results are analyzed
- Intervention groups are modified when necessary (as determined by progress)
- Assessment/Intervention data is collected and analyzed periodically. Changes in interventions are made if progress is not noted. Changes are also made in the setting in which students with disabilities are instructed (inclusion, resource, etc.)

Describe how results of this assessment are reported to the school's stakeholders:

- Results are reported to stakeholders by means of PTA meetings, school website, Tiger Roars, PFE events, newsletters, and Student Progress Center.

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 stakeholder 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
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - An schoolwide 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 Signature

Date

Principal Signature

Date

Chairperson, School Improvement Team Signature

Date