

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Alton Elementary



St. Tammany Parish Public Schools

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

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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
<p>Kindergarten decreased in intensive and increased in benchmark for 4 years. In spring benchmark: 2014 (-72%), 2015 (-90%), 2016 (-75%), 2017 (-70%). In spring intensive: 2014 (-16%), 2015 (-32%), 2016 (-6%), 2017 (-13%).</p>	<p>First grade increased in intensive and decreased in benchmark for 3 years. In spring benchmark: 2015 (-3%), 2016 (-20%), 2017 (-20%) In spring intensive: 2015 (11%), 2016 (2%), 2017 (13%).</p>
<p>In the 2016-2017 school year, the CRT Assessment Index increased 6.7 points from the previous year (2015-2016) and 8.7 from the 2012-2013 year.</p>	<p>In 2015-2016, the CRT Assessment Index dropped 3.9 points from the previous year but still scored a point above the 2012-2013 year.</p>
<p>In 2nd grade, suspensions have decreased by 17.5% to 0% in the last two school years.</p>	<p>In 4th grade, suspensions have increased from 0% to 9.1% in the last two years.</p>
<p>There are no apparent trends. 3rd grade scored high in vocabulary (71%), and for math, major content (63%). 4th grade ELA scored high in literary text (72%), and math was modeling and application (44%). 5th grade ELA scored high in vocabulary (63%), and math was expressing mathematical reasoning (58%).</p>	<p>For ELA, written expression was a weakness across all grades (3rd - 29%, 4th - 32%, 5th - 46%) For Math, 3rd showed weakness in additional & supporting content (53%). For math, 4th showed weakness in expressing mathematical reasoning (16%). 5th grade math, they showed weakness in major content (25%).</p>
<p>For ELA, 3rd (71%) and 5th (63%) grade were high in vocabulary.</p>	<p>For ELA, written expression was the weakest subclaim with a score of 29% of mastery or higher for 3rd grade, 32% for 4th grade, and 46% for 5th grade.</p>
<p>From 2015-2017 (2 years), 4th grade Math white subgroup remained the same (75% proficiency).</p>	<p>From 2013-2016 (3 years) 5th grade ELA white subgroup decreased (75%, 70%, 40%). From 2015-2017 (2 years) 4th grade Math black subgroup decreased (72%, 43.8%)</p>
<p>From the 2014-2017 school year in ELA, the ED subgroup increased from 74.1% to 82.9% proficiency. From the 2014-2017 school year in ELA, the SWD subgroup increased from 50% to 77.4% proficiency.</p>	<p>From 2014-2017, the 4th grade whole school decreased in ELA from 84.6% to 79.2%, and math decreased from 88.5% to 50%.</p>
<p>SWD subgroup has continued a trend of closing the achievement gap from 26.3% in 14/15 to 9.9% in 16/17 for a difference of 16.4% in (ELA) & 25.8% in 14/15 to 10.1% in 16/17 for a difference of 15.7% as compared to the Whole School subgroup whose trend increased from 0% in 14/15 to 2.5% achievement gap in 16/17 in the area of ELA.</p>	<p>Achievement Gap Increases: (WHOLE SCHOOL) ELA 15/16 (1.2) and 16/17 (2.5) and Math 13/14 (4.5) and 14/15(5.1) compared to Black subgroup which performed highest in 16/17. Black- Math, White- ELA/Economically Disadvantaged ELA / SWD-ELA (GRADE 3)-Econ. Dis.-ELA/SWD-ELA (GRADE 4)-SWD.-ELA GRADE 5-Econ. Dis.-ELA SWD.-Math</p>

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Data indicates potential subgroup subject area strength across the Whole School and Black subgroups in the math subject area.	Data indicates potential subgroup subject area weakness across the following subgroups; whole school. White, ed. and SWD subgroups in ELA.
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	
<p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>esults-focused, and <u>T</u>ime-bound.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> 	
<p>1. From Spring 2017 to Spring 2018, each cohort of students in grades 4-5 will increase the percentage of students achieving Mastery or Above by 10% in the Major Content Subclaim in math on LEAP.</p> <ul style="list-style-type: none"> • 4th - 63% to 73% • 5th - 20% to 30% 	
<p>2. From Fall 2017 to Spring 2018, on the 1st grade DIBELS assessment, the students will increase 10% in Benchmark from 30% to 40%.</p>	
<p>3. From Spring 2017 to Spring 2018, in grades 4-5 will increase the percentage of students achieving Mastery or Above by 10% in ELA Written Expression on LEAP.</p> <ul style="list-style-type: none"> • 4th – 29% to 39% • 5th – 32% to 42% 	
<p>4. From Spring 2017 to Spring 2018. In grades 4-5 the Black subgroup, in math will increase 10% from 43.8 to 53.8</p>	
<p>5.</p>	

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"> • Technology Day – Introduce academic programs that can be done at home to increase achievement. • Math Day – Educating parents on the strategies that can be used to increase achievement in Major Content. • Literacy Day – Educating parents on strategies that can be used to increase achievement in Written Expression and reading achievement. • PTA Meetings – Present SIP to PTA and receive feedback through open discussion and present the effectiveness results in Fall of 2018. 	<p>Goal(s): 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 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 checked="" type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Paper Markers Ink Folders Posters</p>	<p>Effectiveness Measure: 2018 Spring Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • PTA Meetings – Open dialogue where important and minor school decisions are discussed per administration. 	<p>Goal(s): 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 	<p>Items Needed:</p> <p>Paper Markers Ink Folders Posters</p>	<p>Effectiveness Measure: 2018 Spring Survey</p>

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<ul style="list-style-type: none"> • Parent Days – Open dialogue where school decisions are discussed per teacher. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results:
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • School websites – School-wide monthly activities, school procedures, policies, and state standardized assessment information. • Student Progress Center – Parents can access student current grades and monitor academic performance. • Teacher Websites – Parents can access class-specific information regarding homework, testing policies, and extracurricular activities. • Monthly communication to parents is required in the forms of calendars, conferences, rams news which contain important parental information). 	Goal(s): 1,2,3	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed: Paper Ink Posters Markers Folders	Effectiveness Measure: Spring 2018 Survey <hr/> Effectiveness Results:
<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. 		Budgets used to support this activity: <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	Items Needed: Posters Paper Markers Ink Folders	Effectiveness Measure: <hr/> Effectiveness Results:

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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): 1,2,3</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 <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> <hr/> <p>Effectiveness Results:</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:</p> <ul style="list-style-type: none"> Title Parent Workshop: Testing Tips and More <p>Parents will be provided with information on discipline, study skills, and strategies to help their students be successful on the standardized tests.</p>	<p>Goal(s): 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>Markers Paper Ink Posters Folders</p>	<p>Effectiveness Measure: Spring 2018 Survey</p>

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		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results:
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Title Family Math Day: <p>Parents will help students with various math activities related to major content in order to improve the educational relationship students have with math. Parents will receive a take home sheet with various math games and activities to be played at home to help strengthen students in math.</p>	<p>Goal(s):</p> <p>1</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p> <p>Markers Paper Ink Posters Folders</p>	<p>Effectiveness Measure:</p> <p>Spring 2018 Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Title Family Literacy Day <p>Parents and students will listen to a story and participate in various activities related to that story. The activities will include how to achieve reading success and a parent take home sheet to help parents with students' literacy and reading at home.</p>	<p>Goal(s):</p> <p>2,3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p> <p>Markers Paper Ink Posters Folders</p>	<p>Effectiveness Measure:</p> <p>Spring 2018 Survey</p> <hr/> <p>Effectiveness Results:</p>

3. SCHOOLWIDE PLAN STRATEGIES

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

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

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"> • Guaranteed Curriculum – District created curriculum encompassing Math, Reading, Language, Science and Social studies for grades K-5. • Guidebooks 2.0 – A novel based ELA reading program for grades 3-5 that involves annotating text, projects, and leveled reading groups. Students in grades 3-5 will cover 1 unit. Guidebooks are covered for 5 days a week, 60 -90 minutes per day. • Achieve 3000 for 4-5 grade – program based on Lexile levels with built in progress monitoring based on student performance. Students are required to complete three lessons per week to effectively progress through the program. • Zearn Math – based on Math Model and designed to partner with teachers to create a personalized learning experience for every student in grades K-5. 	<p>Goal(s): 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 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"> Binders Computers Paper Ink Laminating Film Projectors Promethean Boards MRC licenses 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> LEAP for Guidebooks, Achieve 3000, and Math Model DIBELS Project Read Assessments <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • Math Model – a complete, PreK through 12 curriculum that carefully sequences the mathematical progressions into expertly crafted modules. Math Model provides educators with a comprehensive curriculum, in-depth professional development, books, and support materials. • Project Read-The Project Read Written Expression curriculum teaches the fundamentals of sentence writing. This curriculum uses 8 unique graphic symbols to illustrate the sentence parts and their function. The instructional strategies blend creative freedom and accuracy with direct multisensory skill instruction. Students are receiving support from teachers and (2) Title 1 para-educators in small group settings both in and outside of the classroom. Students are provided with interventions to address deficiencies in writing. Project Read is also used to address early literacy skills in 1st grade. The curriculum assist first grade students with the development of sound/symbol knowledge to spelling and reading comprehension using targeted multisensory activities and direct instruction. Daily interventions address; classifying 44 Speech Sounds and Alternative Spellings, word building, decoding strategies: sound/symbol, syllabication, context clues, vocabulary enrichment, sentence building, fluency, narrative (story) mapping strategies and informational text comprehension process. 				
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Weekly Assessments- teacher based assessment focused on core instruction. Grades K-5 • DIBELS- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <p><input 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>Items Needed:</p> <p>Paper</p> <p>Computer</p> <p>Laptop</p> <p>Pencil</p>	<p>Effectiveness Measure:</p> <p>DIBELS, LEAP</p>

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<p>the acquisition of early literacy skills from kindergarten through third grade.</p> <ul style="list-style-type: none"> • LEAP360 -is a high-quality assessment system that provides educators with a complete picture of student learning at the beginning, middle, and end of the school year. LEAP 360 delivers streamlined assessments in a comprehensive system for classrooms, schools, and school systems. Grades 3-5 • LEAP2025- State standardized testing Grades 3-5 • EAGLE2.0- EAGLE 2.0 is an online assessment tool that supports formative assessment in the classroom and can be used to aid and enhance student learning Grades K-5 • SLTs- student learning targets Grades K-5 • DRDP- Kindergarten Readiness Assessment 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Students scoring below appropriate grade level functioning in ELA in Grades 2-5 participate in the Fast ForWord program with the school’s speech therapist and a para-educator assisting. • The process to determine BURST participation is based upon students scoring intensive or strategic on DIBELS Next beginning of the year, middle of the year, and end of the year assessments. • Students scoring at benchmark or above receive additional enrichment using the Project Read and the My Reading Coach program(s). • Math Interventions- All students school wide receive instruction and interventions on a daily basis using Eureka math. • Students that require additional assistance are referred to SAT for additional, individually designed interventions. The TRT monitors all student data, assessment information and program reports to determine student progress and placement in interventions. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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: Computer Ipad Program licensures Paper Ink</p>	<p>Effectiveness Measure: DIBELS, LEAP, BURST diagnostics and Project Read assessments. District Math benchmark assessments and teacher made assessments.</p> <hr/> <p>Effectiveness Results:</p>

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<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • BURST- literacy intervention software by Amplify for grade K immediately identifies struggling students and provides reading intervention. Students in kindergarten are provided with 30 minutes of interventions and instruction in a small group format, 5 days a week provided by classroom teachers and (2) Title 1 para-educators. • Project READ-a complete research-based language arts program which includes instructional materials for phonics, reading comprehension, and writing. Students receive 30 minutes of instruction, twice a week in grades 1-5 provided by classroom teachers. • Fast ForWord- targets the root causes of reading struggles for 2-5 grade learners with APD, Dyslexia, and English Language Learners. Students receive 45 minutes of instruction, 4 days a week provided by the speech therapist, para-educator and ESL teacher. • Reflex Math- is a revolutionary, game-based system that is designed to help students of all ability levels to develop instant recall of their basic math facts (addition, subtraction, multiplication, and division). Students in grades 4-5 receive 45 -60 minutes of instruction daily provided by classroom teachers. • My Reading Coach- is an online reading program that improves reading abilities. It permits students with diverse skills and unique needs to read with control and precision. Students receive daily 30 minutes of instruction provided by one Title 1 para-educator. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input 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>Computer I pad Program licenses Paper Ink</p>	<p>Effectiveness Measure:</p> <p>DIBELS LEAP BURST Progress Reports Project Read Assessments Benchmark assessments Teacher Made Assessments MRC progress reports</p>
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • SAT- Student Assistance Team used to determine the eligibility of special education services for students grades K-5. Based on the district’s Pupil Progression Plan, grade level performance and progress in addition to the school’s 	<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 	<p>Items Needed:</p> <p>Folders Paper Ink</p>	<p>Effectiveness Measure:</p> <p>Pupil Appraisal based assessment</p>

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<p>established performance guidelines; students not meeting performance guidelines are referred to the school's SAT process.</p> <ul style="list-style-type: none"> Teachers must hold an initial parent conference, track individual student interventions and complete an SAT intake packet. During this process students may be referred to the AT which requires in addition to the SAT intake packet a writing sample and a three week trial period. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>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. ELL teacher, visits 2-3 times a week, works with students to support them academically in all core subjects. 	<p>Goal(s): 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 checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Paper Pencils</p>	<p>Effectiveness Measure: ELL Progress Report</p> <hr/> <p>Effectiveness Results:</p>
<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"> Push-in Model- Sp Ed teachers push into the classroom to support teachers with Sp Ed students to ensure that the students are receiving their accommodations. Sp Ed teachers collaborate with classroom teacher to create lessons and modified assignments. Title 1/SP Ed Paras- provide interventions for Sp Ed students in a small group settings. Interventions include: My Reading Coach, Achieve 3000 and teacher developed interventions to be used inside the classroom. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Paper Pencils ink</p>	<p>Effectiveness Measure: LEAP, SP ED Progress Report</p> <hr/> <p>Effectiveness Results:</p>

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<p>Extended Learning Opportunities (within and beyond the school day and the school year)</p> <ul style="list-style-type: none"> • LEAP afterschool tutoring- offered to all students grades 2-5 for academic support and assistance. Certified teachers provides tutoring 1 hours a day, 4 days a week. • KIT tutoring- offered is need based as per KIT requirement • Small Intervention Group tutoring- based on weekly assessments and teacher observations. Offered to all students' grades 2-5 for academic support and assistance. A certified teachers provides tutoring five hours a day, 4 days a week 	<p>Goal(s): 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 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 Pencil Ink</p>	<p>Effectiveness Measure: Report Cards, LEAP, DIBELS, Weekly Test</p> <hr/> <p>Effectiveness Results:</p>
<p><i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:</i></p>				
<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 <u>7</u> 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): 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 checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: MHP End-of-the-Year Report</p> <hr/> <p>Effectiveness Results:</p>

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Implementation of a schoolwide tiered model to prevent and address problem behavior:				
<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> ISS-in school support personal teach replacement behaviors School Counselor- develop functional behavior assessments, BIPs, school wide character development programs, and individual need based counseling MHP- individual need based counseling PBIS-positive behavior intervention system with incentive based components to reward appropriate behaviors and deter inappropriate behavior. 	<p>Goal(s): 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 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: PBIS Benchmark Checklist, disciplinary action report, MHP report</p> <hr/> <p>Effectiveness Results:</p>
Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> At the end of the year, Headstart parents/ students coming to our school, are allowed to visit and tour the facility to assist with transition. Fifth grade students/parents visit Creekside/Clearwood Campuses tour the new facility. TRT collaborates with receiving school to create student schedules for the incoming academic year. 	<p>Goal(s): 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 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: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:				
<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • Bi-weekly series of professional developments used to increase student achievement based on performance assessments. • Teachers meet twice a month for 90 minutes per grade level, per content area. Teachers participate in cross grade level meetings, school site visits, view model lessons, participate in yearlong planning, make and take as well as data tracking and analysis. • Teachers have received curriculum support and development from district curriculum specialists. 	<p>Goal(s): 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 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"> Subs Manipulatives Markers Posters Highlighters Paper Pens Ink Lamination paper Post It Chart Paper Expo Markers Sharpies 	<p>Effectiveness Measure: Student Academic Achievement, LEAP, DIBELS</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Grade Level Collaboration Meetings- Once a week during common planning time teachers discuss curriculum scope and sequence per grade, grade level events, school committee duties and other pertinent information. • Faculty Meeting-Once a month faculty and staff members meet to discuss district mandates and/or school specific items. • Cross Grade Teacher Collaboration- during the spring semester teachers meet in PLC, during the third and fourth 9 week period, to discuss curriculum related to the next grade level and pupil progression. • District Training-Teachers in pre-k through fifth grades have participated in district provided training and school site visits related to grade level specifics, science curriculum, math curriculum and project read. 	<p>Goal(s): 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 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"> Subs 	<p>Effectiveness Measure: LEAP District benchmark assessments Compass</p> <hr/> <p>Effectiveness Results:</p>

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<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): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Compass</p> <hr/> <p>Effectiveness Results:</p>
<p align="center"><i>Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:</i></p>				
<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 	<p>Items Needed:</p>	<p>Effectiveness Measure:</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		Effectiveness Results:
Coursework to Earn Post-Secondary Credit: <ul style="list-style-type: none">• N/A	Goal(s):	Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed:	Effectiveness Measure:
				Effectiveness Results:

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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

Food Services:

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

Special Education:

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

English as a Second Language (ESL):

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

21st Century Programs:

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

Headstart Preschool Programs:

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

4. Regular Monitoring and SIP Revision

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

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:

- The team meets monthly to discuss data, focusing on specific goals and areas of weakness. During the sessions an analysis of growth is determined based on student achievement.

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:

- Ongoing monitoring occurs during biweekly PLC meetings and monthly faculty meetings. Stakeholders review goals and areas of weakness. Adjustments are made based on data.

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: all assessment results are discussed and adjustments in planning and instruction are made during PLC meetings. We then reassess and make adjustments to achieve student growth.

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

- All reports are compiled and reported to the district via spreadsheets. Parents and other stakeholders are provided with results via PTA and other parent meetings in the form of the school's report card as well as assessment data.