

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Carolyn Park Middle



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
The CRT Assessment Index increased in 2013-14 by 3.9 points to a 72.2. No significant growth has occurred in the last five years.	The CRT Assessment Index dropped by 4.6 points to a 67.2 in 16-17.
4th grade ELA Index, Math and Science grew from the 2015-2016 year: ELA by 21.1, Math by 26.3 and Science by 16.2.	All 6th grade ELA, Math, Science and Social Studies Index scores dropped in 2016-2017: ELA by 25.5, Math by 36.6, Science by 9.4 and Social Studies by 19.8. Also all grade levels declined in Social Studies in 16-17 and Social Studies has had the lowest scores 3 of 5 years in 4th & 6th, and 4 of 5 years in 5th.
The 4th grade population had gains in all subject areas except Social Studies in 16-17, which shows a potential grade level strength.	6th is potential grade level weakness. 6th grade had substantially lower indexes in ELA (62.0) and Math (45.9) and all 6th indexes declined in 16-17. The lowest subclaims in 6th were ELA Written Expression (36%), Math Additional & Supporting Content (46%) & Expressing Mathematically Reasoning (47%).
ELA & Math Indexes are typically higher than Science & Social Studies in all grades over the past 5 years. The Reading sub claim of Vocabulary in 4th and 5th grade had the highest scores.	All grade levels declined in Social Studies in 16-17 and Social Studies has had the lowest scores 3 of 5 years in 4th & 6th, and 4 of 5 years in 5th. In ELA for 5th and 6th grade, Written Expression is the lowest subclaim in ELA, and in Math all grades are lowest in the subclaim of Modeling and Application.
The White subgroup has shown the highest proficiency for ELA and Math for the past two years.	The Limited English Proficient subgroup has shown the lowest proficiency for ELA and Math for the past two years.
The White subgroup has shown improvement in ELA and Math over the past two years. The White subgroup has improved by 8.2% in ELA and has improved by 10.2% in Math since 14-15.	The Hispanic subgroup has dropped in Math for the past two years. Overall, the Hispanic subgroup has declined by 18.3% in ELA and declined by 26.9% in Math since 14-15. The Students with Disabilities subgroup has consistently had the lowest ELA and Math scores for 4 of the past 5 years.
The Students with Disabilities subgroup has shown a decline in the achievement gap in ELA for the past two years, decreasing by 14.8% since 14-15.	The Hispanic achievement gap in Math has increased in both 15-16 and 16-17, increasing 26.9% since 14-15.
ELA is a potential subject area strength for all subgroups, with higher percent proficiency scores in ELA for all subgroups for 4 of the past 5 years.	Math is a potential subject area weakness for all subgroups, with lower percent proficiency scores in Math for all subgroups for 4 of the past 5 years.

DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index

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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. From spring 2017 to spring 2018 each cohort of students in grades 4-6 will increase the percentage of students achieving mastery or above by 5% in Modeling and Application sub-claim in math on LEAP 2025. 4th 51%-56%; 5th 41%-46%; 6th 25%-31%.
2. From spring 2017 to spring 2018 each cohort of students in grades 4-6 will increase the percentage of students achieving mastery or above by 5% in Written Expression sub-claim in ELA on LEAP 2025. 4th 31%-36%; 5th 34%-39%; 6th 14%-19%.
3. From spring 2017 to spring 2018 the sub-group of Limited English Proficiency students for the whole school will increase assessment index score by at least 5 points, from a 20.8 to a 25.8 on LEAP 2025.
4. The Out of School Suspension Rate for all grades (4-6) will decrease by at least 2% in 2017-2018. From 11.0% to 9.0%
- 5.

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"> • Opportunity for parents to view SIP and offer feedback -Comment card -Website with email feedback opportunity • Hold 3 parent involvement school activities to educate the parents on how to help their child achieve goals that focus on Suspension reduction, Written Expression, and Modeling and Application that were written in the SIP. The activities will be Walk in the Park, Ride the Literacy Express, and Fall in Love with Math. • Share SIP evaluation on school website 	<p>Goal(s): 1,2,3, 4</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: School Website Paper for newsletter Cardstock for comment cards</p>	<p>Effectiveness Measure: 2018 Spring Parent 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"> • Parent/Teacher conferences • SAT meetings for academic and discipline concerns • IEP meetings for academic and discipline concerns • Encourage to join PTA by recruitment during school 	<p>Goal(s): 1,2,3,4</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 	<p>Items Needed: Parent contact forms Computers for interventions Bulletin boards for information sharing</p>	<p>Effectiveness Measure: 2018 Spring Parent Survey</p>

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<p>activities.</p> <p>Administrators attend the SAT, IEP, and PTA meetings where there is an open discussion about decisions that need to be made and get parent input before making final decisions.</p> <p>Teachers and parents attend the Parent/Teacher conferences to have open discussions and make decisions on a course of action to insure academic progress for the student.</p>		<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	Bulletin Board Paper	<p>Effectiveness Results:</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"> • Agendas • Teacher websites • School website • School Monthly newsletter • Report Cards • Eagle Eye Folder • Open House • Walk in the Park(Meet and Greet) • Student Progress Center (J-Pams) <p><i>All of these bulleted items are used to communicate a student's progress, information about classroom curriculum, classroom assignment dates, upcoming school events and to ensure parents and the teachers are having open communication in regards with the student's academic progress and social development.</i></p>	<p>Goal(s): 1,2,3,4</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> Student Agendas Computers Poster maker paper & ink Toner cartridges for printers and copiers Poster maker paper and ink Paper Colored Paper Post cards Website Envelopes Postage Home & School Connection Math & Science Connection Recipes for Success Nutrition Nuggets Brochures & pamphlets on parenting skills	<p>Effectiveness Measure: 2018 Spring Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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<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. 	<p>Goal(s): 1,2,3,4</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> <p>Paper Computers Translation materials and services</p>	<p>Effectiveness Measure: 2018 Spring Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent 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): 1,2,3,4</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> <p>Student Agendas Computers Toner cartridges for printers and copiers Paper Colored Paper Post cards Website Envelopes Postage</p>	<p>Effectiveness Measure: 2018 Spring Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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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.

<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Walk in the Park (Meet and Greet) August 9th 2017- Meet parents and create positive environment for families and open a line of communication. Introduce PBIS plan. Inform parents of expectations of rules for students during the year. Share SIP evaluation from previous year. 	<p>Goal(s): 1,2,3,4</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>Computers Poster maker paper & ink Toner cartridges for printers and copiers Poster maker paper and ink Paper Colored Paper Post cards Website Envelopes Postage Lemonade / Kool Aide Cups, paper products Freezie Pops Snoballs</p>	<p>Effectiveness Measure: 2018 Spring Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Ride the Literacy Express- December 12th 2017- Parents will be informed on reading and writing strategies (RAPS) Restate, Answer, Prove, Sum it up. Discuss Guidebook 2.0 Update parents on Title I plan. 	<p>Goal(s): 2,3,4</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>Computers Poster maker Toner cartridges for printers and copiers Poster maker paper and ink Paper Colored Paper Post cards Website Envelopes Postage Milk</p>	<p>Effectiveness Measure: 2018 Spring Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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			Cookies Cups, paper products	
<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Fall in Love with Math (February 22nd, 2017)- Inform parents math strategies in modeling and application. 	<p>Goal(s): 1,3,4</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> Computers Poster maker Toner cartridges for printers and copiers Poster maker paper and ink Paper Colored Paper Post cards Website Envelopes Postage Lemonade / Kool Aide Cups, paper products	<p>Effectiveness Measure: 2018 Spring Parent Survey</p>
				<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 provided curriculum in all subject areas for teachers to follow. • Guidebooks 2.0-State provide scripted curriculum insuring all students are guaranteed high quality instruction. There is one unit per grade level. • Brainpop- Computer program that provided easy to understand videos for hard to understand concepts in all subject areas. • Achieve 3000- Computer program that provides information texts on individualized reading levels. Achieve is completed once a week in social studies and ELA classes. • Class Size Reduction teacher- Allows 4th grade classes to be reduced for more teacher-student time. • In-school Tutors- 2 tutors provide remediation to students in all subject areas for 20 hours per week for each tutor. • Moby Max-computer program that provides diagnostic prescriptive services for math and ELA. Moby Max is used in station time to reinforce previously taught skills. • RAPS- Restate, Answer, Prove, Sum it up-writing strategy for all grade levels 	<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 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>Computers, monitors, activboards and installation, projectors, document cameras, splitters, votes, expressions, ipods, ipads, printers, replacement parts, bulbs, RAM for upgrades Headphones Batteries Materials & technology for Robotics Club Poster maker paper & ink Toner cartridges for printers and copiers Poster maker paper</p>	<p>Effectiveness Measure: LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> LEP subgroup-Read-a-loud for Achieve 3000; adapted novels 			<p>and ink Paper Colored Paper Bulletin board paper Sentence Strips Folder holders Pocket charts Composition books Plastic folders Sheet protectors Dry Erase markers Novels for classroom Additional books for Library Laminating film Binders Post cards Website Envelopes Postage Reading efficiency & fluency materials License for Achieve 3000, Moby-Max, STAR Math & Reading Brainpop subscription Salaries & benefits for CSR teacher and tutors</p>	
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> LEAP 360- Web based assessment program to determine skill gaps Unit Pre-Post tests in ELA and Math to measure student growth SLT(Student Learning Targets) used to measure teacher 	<p>Goal(s): 1,2,3</p>	<p>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</p>	<p>Items Needed: Poster maker paper & ink Toner cartridges for printers and copiers Poster maker paper</p>	<p>Effectiveness Measure: LEAP 2025 Results</p>

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<p>effectiveness on students</p> <ul style="list-style-type: none"> LEAP 2025 State assessment to measure mastery in Math, ELA, Science, and Social Studies. LEAP 2025 Writing Rubric- Used to measure student writing skills. LEP Sub-group-Read-a-loud for all assessments. ELPT (English Language Proficiency Test). 		<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 ink Paper Colored Paper</p>	<p>Effectiveness Results:</p>
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> Review LEAP 2025 assessments to identify students Maze Comprehension Task used to determine reading comprehension for 4-6th students. Oral Reading Fluency Program- Program used to determine reading fluency for 4-6 students. Reflex Math- Computer program to determine fact fluency Moby Max- Diagnostic prescriptive program used for math remediation LEP sub-group- Students are processed through the same screenings listed above. Progress Monitoring is administered quarterly and the leadership team determines who/what interventions need to be done based on PM data. Data is reviewed by the Title I Interventionist, Instructional Coach, Teachers, and Administrators to determine what interventions are done. 	<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 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: License for Achieve 3000, Moby-Max, STAR Math & Reading Brainpop subscription</p>	<p>Effectiveness Measure: LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> My Reading Coach- Computer program used to help students decode when reading. A Title I tutor administers this intervention to groups 4 days a week for 30 minutes. Rewards-Reading program delivered by Title I Interventionist to students to increase reading fluency. 	<p>Goal(s): 1,2,3,4</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	<p>Items Needed: License for Achieve 3000, Moby-Max, STAR Math & Reading Brainpop subscription Salaries & benefits for</p>	<p>Effectiveness Measure: LEAP 2025</p>

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<p>Students go to Rewards intervention 5 days a week for 30 minutes.</p> <ul style="list-style-type: none"> • Helping Hands and Tutors- 2 tutors provide additional instruction on the core curriculum for students in need for 20 hours a week per tutor. • Achieve 3000- The program is used by the Social Studies and ELA teachers to differentiate informational text for students at least 2 times a week for 30 minutes. • Moby Max- The diagnostic prescriptive program is used by the classroom teacher for math remediation with students at least 2 times a week for 30 minutes. • Reflex Math - This computer program is used by teachers for identified students to improve math fluency at least 3 times a week for 30 minutes each session. • Six Minute Solutions: This intervention is completed each day by the ELA teacher to help increase students reading fluency. This program is used every day for 15 minutes a day. • Ripple Effects-The computer program used by the ISS para teaches lessons on desired behavior. This is available every day and all day when needed. • ISS-In School Suspension- The ISS para oversees the student’s instruction and school work in lieu of Out of School Suspension. • LEP Sub-Group-In addition to the above listed, LEP students receive read-a-loud services on assessments 		<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>CSR teacher and tutors (2 certified and 1 non certified each for 20 hours per week) Salary and benefits for one full time paraprofessional</p>	<p>Effectiveness Results:</p>
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • TAT- Teacher Assistance Team- Committee that meets weekly to assist the teacher providing interventions for students. This team consists of the counselor, sped teacher and regular education teacher. Classroom teachers refer to 	<p>Goal(s): 1,2,3,4</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	<p>Items Needed:</p>	<p>Effectiveness Measure: LEAP 2025 Completed TAT/SAT LOGS</p>

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<p>this committee.</p> <ul style="list-style-type: none"> SAT- Student Assistance Team- Committee that meets bi-weekly to determine special education status. The committee consists of the TRT, Pupil appraisal representative, Speech Teacher, Assistant principal, and referring teacher and parent. The TAT committee refers to this committee. 		<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. 	<p>Goal(s): 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:</p>	<p>Effectiveness Measure: LEAP 2025 ELPT</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"> MAE teachers- Management of Alternative Education- Identified students are placed in this program to help manage their behaviors. RNC Teachers- Reduced Numbers Class- Students are placed in this class to help manage behaviors and academics. Gifted Teacher- Teacher provides advanced rigorous instruction to identified students. LEP tutor- This person pushes into classrooms to assist identified students with academic concerns. 	<p>Goal(s): 1,2,3,4</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>Effectiveness Measure: LEAP CONNECT LEAP 2025 ELPT</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"> • KIT Tutor- Kids in Transition-special afterschool tutor for academic concerns for KIT students. • Field Trips- 4th grade students attend Washington Parish Fair to learn about Louisiana history and wrote about the experience. 	<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 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: Salary, mileage and benefits for 2 bus drivers for field trip Salary and benefits for 1 certified tutor Poster maker paper & ink</p>	<p>Effectiveness Measure: LEAP 2025 ELPT</p> <hr/> <p>Effectiveness Results:</p>
<p align="center"><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 20 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): 1,2,3,4</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: Salaries & benefits for MHP Poster maker paper & ink Toner cartridges for printers and copiers Poster maker paper and ink Paper Colored Paper Postage</p>	<p>Effectiveness Measure: MHP Chart</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 Suspension- alternative to out of school suspension. • PBIS- Positive Behavior Intervention Support – The purpose is to improve the support for students in order to reduce behavioral challenges, increase independence, and ensure the development of appropriate behaviors • Daily: Students will receive daily recognition from teachers. Students can receive Eagle Bucks from any member of the school faculty or staff for following school expectations (Be Safe, Be Responsible, Be Respectful) • Check-in Check-out Program to address students who have continued major discipline referrals, student is assigned mentor to check in and out with every day to discuss daily behavior goals. • Weekly: Students will receive weekly recognition from teachers. Also, students will have the opportunity to redeem for various rewards using their Eagle Bucks via the school-wide Eagle Buck Reward Program. • Monthly: Students not receiving any Infraction Forms will be rewarded with a “Good Behavior Free T-Shirt Day” once a month. • Monthly School-Wide Meetings will be conducted where students can enter a raffle with Eagle Bucks to win a prize as an incentive to earn Eagle Bucks. Students of the Month are also recognized and celebrated during that time. PBIS committee will review monthly discipline data, adding students as needed to CICO program and changing Target Behavior signs in each grade to address most frequent behavior concern. • Quarterly: Students not receiving any Infraction Forms in the previous 9 weeks will participate in a “Good Behavior Bash”. • Yearly: Students not receiving any Major Infractions all year will participate in an annual “Good Behavior Bash” at 	<p>Goal(s): 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Colored paper Folders Binders Post it notes Markers File folders Tickets to sporting events Basketballs, etc. Donuts, chips, fruit snacks, freezie pops, pizza, ice cream & toppings</p>	<p>Effectiveness Measure: J-Pams Data</p> <hr/> <p>Effectiveness Results:</p>
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the end of the year.				
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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> <ul style="list-style-type: none"> • 3rd grade students receive a visit from CPMS principal in late May to discuss expectations. • 3rd grade students visit CPMS to view school layout and meet 4th grade teachers. • 6th grade students get a visit from SJH principal in early May to discuss expectations. • 6th grade students visit SJH in early May to view school layout and meet 7th grade teachers. 	<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 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: Freezie pops Copy paper / colored paper Toner cartridges for printers and copiers</p>	<p>Effectiveness Measure: LEAP 2025 2018 Spring 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"> • PLC meets biweekly for two hours. ELA one week and Math the next week. 4th, 5th and 6th grade teachers for each subject. • Instructional Coach facilitates the PLC. • LEAP 2025 data is reviewed 	<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 	<p>Items Needed: Salary and benefits for full time instructional coach Book for each teacher during PLC "Teaching</p>	<p>Effectiveness Measure: LEAP 2025 ELPT</p>
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<ul style="list-style-type: none"> Data is reviewed from the previous week’s common assessment. Administration is present at all PLC meetings. Professional Development is provided on a need basis LEAP 360 results are reviewed Appropriate instructional strategies/practices are collaborated and shared Planning for instruction based on Understanding by Design model 		<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	Critical Thinking” Pocket folders File folders Binders Index cards Poster maker paper & ink Bulletin Board paper Markers Highlighters Tag Board Post it notes Tape, Staples Copy paper / Colored paper Toner cartridges for printer and copier	Effectiveness Results:
Other Professional Development: <ul style="list-style-type: none"> Six minute solution training was given in August to assist teachers in implementing the program. Curriculum specialist visit as requested and professional development is determined Guidebook 2.0 training was provided in June, July, August and September to assist teachers in planning and using state created guidebooks in ELA Professional Development during faculty meetings to deepen understanding of math standards with the use of the state’s companion guide and remediation guide. 	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: Salaries and benefits for substitutes during the school day Stipends for after school professional development	Effectiveness Measure: LEAP 2025 ELPT
Recruit Effective Teachers, Particularly in High Needs Subjects/Schools: <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 	Goal(s):	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF	Items Needed:	Effectiveness Results: LEAP 2025 ELPT

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<p>at their schools.</p> <ul style="list-style-type: none"> • 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. 		<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 align="center">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> <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		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	Items Needed:	Effectiveness Measure:
				Effectiveness Results:

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:

- SIP committee meets quarterly to monitor the plan. JPams data, Leap 360 data, mid-year assessment data and SLTs are used to measure the effectiveness of the plan.

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:

- SIP team uses Jpams data, TAT data, SAT data, Reflex data, Moby Max data and common assessments to review student growth. The data is used to guide professional development and instruction for the next quarter.

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:

- LEAP 360 data is used to determine student readiness for instruction. Teachers adjust lessons according to their students’ needs. Weekly common assessments are reviewed during PLC and instruction is adjusted accordingly.

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

- We create a presentation and deliver to parents at our “Walk in the Park” event in August.