

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Florida Avenue Elementary



St. Tammany Parish Public Schools

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

Florida Avenue Elementary

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 |
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| Over the last 3 years, first grade has had the lowest of percentage of At-Risk (average of 3.3% decrease) and the highest percentage of benchmark (4.6%). | Over the last 3 years, kindergarten and second grade have had the highest percentage of At-Risk (kindergarten: 16.8% / second: 12.6%) and the lowest percentage of benchmark (kindergarten: average of 11% decrease / second; average of 15% decrease). |
| The school in 2015-16 had the highest CRT Assessment Index of 76.2. | Over the past five years, we have decreased in CRT Assessment Index, in 2012-13, then increased in 2014-15 and 2015-16, followed by a decrease in 2016-17. There was an average of a 4.8 decrease in CRT Assessment Index over the past five years. |
| Over the past 2 years, data indicates our PBIS and behavior management plans have contributed to an overall decrease in suspensions. There has been a pattern of growth in the past 2 years in the following grades/subject area indexes: 3rd science (22.6); 4th grade math (41.6); 4th grade science (21.6); | Over the past 2 years, there has been a pattern of decrease in 6th grade ELA Index (39.3), 6th grade math (17.5), and 6th grade science (24.3). |
| In 2016-17, 3rd grade potential strength/highest subclaim is ELA Vocabulary and Type 2 math questions; 4th grade is Literary Text in ELA and Type 1 math questions; 5th and 6th grade is Knowledge & Use of Language Conventions in ELA; 5th grade is Type 3 math questions; 6th grade is Type 1 math questions. | In 2016-17, 3rd grade potential weakness/lowest subclaim is written expression in ELA and Type 1 math questions; 4th grade is informational text in ELA and Type 3 math questions; 5th grade is informational text in ELA and Type 2 math questions; 6th grade is written expression in ELA and Type 1 math questions. |
| Over the past 2 years, 5th grade has demonstrated potential subject area strength in Type 3 question in math. Also, 6th grade demonstrated potential subject area growth in written expression. | Over the past 2 years, 5th grade has demonstrated potential subject area weakness in Type 2 questions in math. |
| Over the past 2 years in ELA, the following subgroups demonstrated an increase in percent proficient: Black (54.8 - 60.2); White (76.1 - 78.1); ED (64.7 - 66.0). In Math: Black (33.3 - 51.1); White (52.8 - 68.6); LEP (40.0 - 47.8); ED (45.6 - 56.7); SWD (20.7 - 26.9) increased in percent proficiency. | Over the past 2 years in ELA the following demonstrated a decrease in percent proficiency: SWD (44.8 - 38.5); LEP (40.0 to 30.4); Hispanic (72.4 - 57.1). In math: Hispanic (69.0 - 57.1). |
| Over the past 2 years, the following demonstrated increased proficiency: in 3rd, Black subgroup in math (33.3-56.0) and Hispanic subgroup in ELA (50.0-78.6). In 4th, all subgroups increased in ELA (75.8-85.7) and math (48.4-81.0). In 5th, all subgroups increased in ELA (61.1-78.5) and math (33.8-53.8). | Over the past 2 years, 6th grade percent proficiency has declined in all ELA subgroups (87.1-52.9), with SWD decreasing from 75.0 to 10.0%. In 6th grade math, all subgroups decreased (67.1-51.4), with declines in the following subgroups: White (71.1-58.8), ED (70.8-46.4), and SWD (50.0-10.0). |
| There are no subgroups where the achievement gap shows a declining trend across years. | The ELA achievement gap has increased for SWD by 13.7% and Hispanic by 28.1% since 14-15, Black by 20.4% and ED by 18.2% since 13-14, and LEP by |

Florida Avenue Elementary

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| | 47.8% since 12-13. The Math achievement gap has increased for SWD by 18.8%, Black by 7.2%, Whole School by 12.2%, Hispanic by 20.7%, LEP by 17.2%, and ED by 13.9% since 14-15. |
| The White subgroup scores consistently higher in ELA, while the Hispanic subgroup scores consistently higher in math. | LEP subgroup consistently has lower proficient scores in ELA, while SWD subgroup consistently has lower proficient scores in math. |
| 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> | |
| 1. From Spring 2017 to Spring 2018 the students in the subgroup SWD (Students with Disabilities) for the whole school will increase their Assessment Index by at least 8 points from a 32.0 – 40.0 on LEAP. | |
| 2. From Spring 2017 to Spring 2018 the students in the subgroup ELL (English Language Learners) for the whole school will increase their Assessment Index by at least 8 points from at 37.7 to 45. 7 on LEAP. | |
| <p>3. K-3 grade students will increase reading achievement by increasing the percentage of students scoring At or Above Benchmark on DIBELS Next by 10% from FALL 2017 to Spring 2018 as follows:</p> <p style="margin-left: 20px;">K – 47% - 57%</p> <p style="margin-left: 20px;">1st – 62% - 72%</p> <p style="margin-left: 20px;">2nd – 73% - 83%</p> <p style="margin-left: 20px;">3rd – 65% - 75%</p> | |
| 4. Grades 3-6 will increase Math LEAP scores by 5 points on our school CRT index scores, which are based on LEAP performance. The 2017 school CRT index was 70.7; this will increase to 75.7. | |
| 5. Grades 3-6 will increase ELA LEAP scores by 5 points on our school CRT index scores, which are based on LEAP performance. The 2017 school CRT index was 82.5; this will increase to 87.5. | |

Florida Avenue Elementary

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 |
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| <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 attend Title I, monthly committee, and Parent/Family Engagement meetings to: <ul style="list-style-type: none"> ○ Parent will attend data review meeting in October ○ Parent will attend Initial SIP meeting November 1, 2017 ○ SIP and Data review monthly at PTA meetings – Exit ticket for comments/review ○ SIP will be reviewed with SIP committee which includes parent members ○ SIP is on website and will have a button for comments/review ○ Parent Involvement Committee to plan events and share SIP and Title 1 information – information will be shared at all parent involvement activities. The activities will educate parents on strategies used to achieve the goals in SIP plan ○ Effectiveness results will be shared with parents at Meet & Greet in August 2018. | <p>Goal(s): Goals 1-5</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> Title I GFF Title II LA4 IDEA Title III Title IV Perkins JAG Bond Money Other | <p>Items Needed:</p> <p>Paper & ink for sharing the information</p> <p>Materials and Supplies for parents/student enrichment and remediation activities at Parent Meetings: this can include chart paper, books, markers and paint, math manipulatives</p> | <p>Effectiveness Measure:</p> <p>Parent attendance Parent Exit Ticket Comments on Web Site EOY parent survey</p> <hr/> <p>Effectiveness Results:</p> |

Florida Avenue Elementary

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| <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"> • Monthly PTA meetings – parents will have an opportunity to reflect on SIP/Data review with exit ticket • Parent conferences are held with teachers, parents, administration and counselor to address students struggling with academic and behavioral issues. This is the first step for intervention. Teachers are required to hold one conference a year and as needed for students needing interventions • SAT meetings are second step for intervention process. SAT meetings are held with parents, administration, teachers and pupil appraisal to address specific and academic concerns, review and revise as needed. Referrals for evaluations are determined with SAT team and parent • IEP meetings are held a minimum of once a year with parents, teachers and service providers to determine individual goals to achieve academic and behavior success in the classroom. • Parent Involvement Committee consisting of at least 5 parents to plan parent events, share school decisions including title 1 budgets, SIP, academic achievement | <p>Goal(s): Goals 1-5</p> | <p>Budgets used to support this activity: Title I GFF Title II LA4 IDEA Title III Title IV Perkins JAG Bond Money Other</p> | <p>Items Needed: Materials and supplies for meetings</p> | <p>Effectiveness Measure: Parent attendance Parent Exit Ticket Comments on Web Site EOY parent survey</p> <hr/> <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"> • Web site – SIP is posted, teacher web sites with academic support, homework help | <p>Goal(s): Goals 1-5</p> | <p>Budgets used to support this activity: Title I GFF Title II LA4</p> | <p>Items Needed: Materials and supplies for literacy breakfast, math and reading lunches</p> | <p>Effectiveness Measure: Parent attendance Parent Exit Ticket Comments on Web Site EOY parent survey</p> |

Florida Avenue Elementary

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| <ul style="list-style-type: none"> • Monthly Parent Meetings – SIP review, academic strategies for math, ELA, Science & Social Studies • Literacy Breakfast events – academic focus on reading and writing strategies – teachers will provide strategies and materials needed for parents to work with students at home to improve academic achievement • Math and Reading Lunches – parents will attend lunch with child then attend sessions in classroom with teacher for strategies improving math and reading skills • Meet & Greet - review District Student Progress Center and assessments for specific grade-level, grade level expectations, standardized testing • Parent Compacts, PFE policies • Robo Calls to inform parents about upcoming academic activities • Honor Roll Breakfast – review with parents the requirements for honor roll, how grades are determined and posted • NNPS – school pays a fee to share parent engagement activities • Monthly calendar with events sent home and posted on Web site • Weekly graded folders – entire school sends home folder with graded papers on Wednesday –school policy so that all folders go home on the same day • IEP progress reports for SWD – targeting IEP goals and progress | | <p>IDEA Title III Title IV Perkins JAG Bond Money Other</p> | <p>Food for honor roll breakfast Folders for take home graded papers Agendas</p> | <p>Effectiveness Results:</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 | <p>Goal(s): Goals 1-5</p> | <p>Budgets used to support this activity: Title I GFF Title II LA4</p> | <p>Items Needed: Materials and supplies for students learning task and parent take home activity</p> | <p>Effectiveness Measure: Parent attendance Parent Exit Ticket Comments on Web Site EOY parent survey</p> |

Florida Avenue Elementary

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| <p>events, PTA meetings, and other parent orientation meetings.</p> <p>Meet & Greet – August 8th Open House - September 5th & 6th Monthly PTA meetings : October 19th, November 16th, January 25th, February 8th, April 12th, May 10th</p> | | <p>IDEA Title III Title IV Perkins JAG Bond Money Other</p> | | <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): Goal 2</p> | <p>Budgets used to support this activity:</p> <p>Title I GFF Title II LA4 IDEA Title III Title IV Perkins JAG Bond Money Other</p> | <p>Items Needed: translator</p> | <p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p> |

Florida Avenue Elementary

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.

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| <p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Math, Science & Social Studies and Reading lunch – parents will attend lunch with child and sessions with teacher in the classroom. Teachers will prepare presentations and materials to help parents with students at home to improve reading and math skills. Teachers will provide presentations on new science and social studies standards, strategies and activities to help students achieve in science and social studies | <p>Goal(s): Goals 1-5</p> | <p>Budgets used to support this activity: Title I GFF Title II LA4 IDEA Title III Title IV Perkins JAG Bond Money Other</p> | <p>Items Needed: Materials and supplies for students learning task and parent take home activity</p> | <p>Effectiveness Measure: Parent exit ticket</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Literacy Breakfast <p>Each month is a different grade level focus on reading and writing strategies K & 1st – DIBELS testing information and strategies for parents to work with students at home 2nd & 3rd – writing process – teachers will share expectations for writing, types of writing, and strategies for improving writing. Teachers will also share 6-minute fluency practice for students at home 4th – 6th – literacy expectations for standardized testing – including the types of writing, reading and responding, comprehension strategies, citing evidence from text</p> | <p>Goal(s): Goal 1, 2, 3, 5</p> | <p>Budgets used to support this activity: Title I GFF Title II LA4 IDEA Title III Title IV Perkins JAG Bond Money Other</p> | <p>Items Needed: Materials and supplies for students learning task and parent take home activity</p> | <p>Effectiveness Measure: Exit ticket</p> <hr/> <p>Effectiveness Results:</p> |

Florida Avenue Elementary

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| <p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> • Parent Nights <p>Each month is a different grade level and focus K- take-home activities to help with math and letter naming and letter recognition 1st – fluency practice, math concepts 2nd& 3rd – types of writing, math concepts 4th – 6th – math, science and social studies, will also introduce parents to online testing for 5th and 6th</p> | <p>Goal(s): Goals 1-5</p> | <p>Budgets used to support this activity: Title I GFF Title II LA4 IDEA Title III Title IV Perkins JAG Bond Money Other</p> | <p>Items Needed: Materials and supplies for students learning task and parent take home activity</p> | <p>Effectiveness Measure: Exit ticket</p> <hr/> <p>Effectiveness Results</p> |
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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 |
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| <p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Guidebooks 2.0 – 3rd – 6th 3rd – 5th are implementing a minimum of two units and 6th grade will implement one new guidebook unit for 2017-2018 school year • Math Models, Problem solving strategies based on Louisiana Math Standards curriculum • Guided Reading with K-3, certified teachers spend a minimum of 30 minutes a day with small groups for guided reading instruction using leveled books and strategies provided by district curriculum specialist • Guaranteed Curriculum • Brain Pop – website that encompasses all subjects that teachers use as a tool to enhance state standards by keeping students engaged through videos and quizzes based on specific skills aligned with state standards • Achieve 3000 for 4th – 6th Social Studies, teachers are implementing the online and printed version of Achieve 3000 with all students during the Social Studies block. Achieve 3000 improves reading fluency and written expression using non-fiction passages to constantly | <p>Goal(s): Goals 1-5</p> | <p>Budgets used to support this activity:</p> <p>Title I GFF Title II LA4 IDEA Title III Title IV Perkins JAG Bond Money Other</p> | <p>Items Needed: Classroom computers/tablets/laptops to support student learning achievements</p> <p>NearPod online subscription Brain Pop subscription</p> <p>Guidebook materials and novels</p> | <p>Effectiveness Measure: SLTs LEAP DIBELS</p> <hr/> <p>Effectiveness Results:</p> |

Florida Avenue Elementary

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| <p>challenge students to improve literacy skills aligned with Social Studies state standards</p> <ul style="list-style-type: none"> • Tutors work with students during work stations on specific skills related to core-curriculum, enrichment and remediation based on state standards. FAE has three tutors, the tutors work with grades K-6 for 30 minute intervention blocks/five days a week. • NearPod – 4th – 6th, NearPod is used in the classroom a minimum of 30 minutes per day to teach core instruction through a variety of presentations including videos and quizzes. All activities are aligned with the state standards. Students are intellectually engaged in math, science, and ELA skills and strategies • Small group instruction K-6th is provided for all students in enrichment or remediation based on standardized tests and unit assessments. Teachers work with small groups using Guaranteed Curriculum strategies for academic improvement. K-3 teachers provide small group instruction daily for 30 minutes and 4th – 6th teachers provide small group instruction a minimum of 2 times a week for 30 minutes. • Students with Disabilities and English Language Learners are part of the inclusion program and attend core-instruction in the regular education classroom; therefore, the students participate in all activities aligned with the core instruction. | | | | |
| <p>Use of Academic Assessments to Improve Instruction:</p> <p>K-6 Teachers use the following in the regular education classroom for assessment and progress of student. The assessments are reviewed during PLC and grade-level meetings to guide instruction for remediation and enrichment:</p> <ul style="list-style-type: none"> • Weekly Assessments/Exit tickets | <p>Goal(s): Goals 1-5</p> | <p>Budgets used to support this activity: Title I GFF Title II</p> | <p>Items Needed: Materials and supplies for tracking student growth.</p> | <p>Effectiveness Measure: SLTs LEAP DIBELS</p> |

Florida Avenue Elementary

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| <ul style="list-style-type: none"> • Pre- and Post-assessments • District Benchmark Assessments • SLTs • CBA and Silvaroli <p>3rd – 6th teachers use the following assessments to track student progress and provide remediation and enrichment for students. The data is reviewed and tracked during PLC:</p> <ul style="list-style-type: none"> • LEAP 360 • LEAP 2025 <p>K-3 teachers use the following for tracking student progress for reading skills and fluency, this is tracked during progress monitoring and reviewed and tracked during PLC:</p> <ul style="list-style-type: none"> • DIBELS <p>Pre-K teacher use the following for tracking student progress for reading skills and fluency, this is tracked during progress monitoring and reviewed and tracked during PLC:</p> <ul style="list-style-type: none"> • DRDP | | <p>LA4 IDEA Title III Title IV Perkins JAG Bond Money Other</p> | | <p>Effectiveness Results:</p> |
| <p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • DIBELS- K-3rd - all students not achieving composite score, benchmark goals in beginning and middle of year Data is reviewed by teacher and interventionist and students are placed in Intervention groups according to their needs. Students are progress monitored every 7 days of instruction. • LEAP 2025 and LEAP 360, Unit Assessments for students 3rd -6th. Teacher, administration and instructional coach review data and determine interventions, small group instruction and strategies for students scoring in the Approaching Basic and Unsatisfactory levels. Enrichment strategies and small group instruction for Basic and above. • Tracking failing grades K-6th - RHT and administration track failing grades through student progress center and | <p>Goal(s): Goals 1-5</p> | <p>Budgets used to support this activity:</p> <p>Title I GFF Title II LA4 IDEA Title III Title IV Perkins JAG Bond Money Other</p> | <p>Items Needed: Materials and supplies for tracking student progress</p> | <p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p> |

Florida Avenue Elementary

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| <p>determine interventions with teacher and/or referral process for SAT</p> | | | | |
| <p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Achieve 3000 4th -6th grade students receive remediation for online program – 3x week for 45 minutes and classroom teacher monitors students during this time. Achieve 3000 improves reading fluency and written expression using non-fiction passages to constantly challenge students to improve literacy skills • (Achieve 3000 is used with all 4th-6th students for Social Studies and identified students for literacy achievement) • Project Read K – 3rd – Students receive Project Read remediation for struggling readers and students identified with dyslexia. Project Read is a daily intervention for 30 minutes and improves fluency and phonetic skills and recognition • BURST K – 3 is an intervention provided for students scoring in the strategic and intensive scale for DIBELS. BURST is daily for 30 minutes provided by certified teacher. Students are progressed monitored and placed in groups according to Progress monitoring results. • REWARDS – 4th – 6th is an intervention used for Students with Disabilities 30 minutes a day for 5x a week. REWARDS is a reading program to improve fluency and comprehension skills. • FastForWord is an intervention for students struggling with literacy skills and are determined from speech/SAT referrals. English Language Learners use the program for an intervention. Students use the online program to improve fluency and comprehension. Students use the program 30 minutes 5x a week. • Reflex Math 4th – 6th – Students with Disabilities use Reflex Math with SPED teacher a minimum of 3 times | <p>Goal(s): Goals 1-5</p> | <p>Budgets used to support this activity: Title I GFF Title II LA4 IDEA Title III Title IV Perkins JAG Bond Money Other</p> | <p>Items Needed: Classroom computers/tablets/laptops to support student learning achievements. Moby Max subscription</p> | <p>Effectiveness Measure: LEAP DIBELS SLTs</p> <hr/> <p>Effectiveness Results:</p> |

Florida Avenue Elementary

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| <p>a week for 30 minutes. Reflex Math is an intervention to improve math fluency and focuses on specific math skills needed to improve achievement.</p> <ul style="list-style-type: none"> • Moby Max K-6th is an intervention used for students in the SAT referral process and students in the classroom during intervention blocks. Moby Max is online and students work on their level from a pre-assessment. Certified teachers ensure that students are on Moby Max for a minimum of 20 minutes 3x a week. • MHP – students are determined through referrals and behavior forms. MHP provides services to students to provide strategies for coping in school and at home to help student improve academically at school • Tutoring/Helping Hands – K-6th provided for all students in enrichment or remediation based on standardized tests and unit assessments. Helping hands and tutors work with small groups using Guaranteed Curriculum strategies for academic improvement. The literacy instructional coach provides strategies during PLC with certified teachers. Tutors and Helping Hands also push in during core instruction to provide support for students struggling in academic skills. Tutors and helping hands work in the classroom for a minimum of 30 minutes per classroom for 5 days a week. <p>*Students with Disabilities and English Language learners participate in all intervention programs, needs are based on assessments.</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"> • Students are identified in the SAT process after intervention blocks in the regular classroom setting are unsuccessful. Administration, pupil appraisal, teacher and parent meet to review and develop new plan to | <p>Goal(s): Goals 1-5</p> | <p>Budgets used to support this activity: Title I GFF Title II</p> | <p>Items Needed: Materials and supplies required to track student data.</p> | <p>Effectiveness Measure: DIBELS progress monitoring Unit Assessments</p> |

Florida Avenue Elementary

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| <p>meet the needs of the individual students. Special Education referrals are made when necessary.</p> | | <p>LA4 IDEA Title III Title IV Perkins JAG Bond Money Other</p> | | <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 and tutor pull students for interventions and small group instruction. The teacher and tutor also push in the classroom for added support during core instruction. ELL students participate in Project Read, FastForWord, and BURST for ELL students identified in K--3 | <p>Goal(s): Goal 2</p> | <p>Budgets used to support this activity: Title I GFF Title II LA4 IDEA Title III Title IV Perkins JAG Bond Money Other</p> | <p>Items Needed: Materials and supplies required to improve student growth.</p> | <p>Effectiveness Measure: LEAP DIBELS Unit Assessments SLTs</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"> Title I – teacher, helping hands/tutors, BURST Inclusion, co-teaching Speech Therapy Resource minutes with special education teacher | <p>Goal(s): Goals 1-5</p> | <p>Budgets used to support this activity: Title I GFF Title II</p> | <p>Items Needed: Materials and supplies required to improve student growth.</p> | <p>Effectiveness Measure: DIBELS progress monitoring Unit Assessments Monitoring sheets</p> |

Florida Avenue Elementary

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| | | LA4 IDEA Title III Title IV Perkins JAG Bond Money Other | | Effectiveness Results: |
| <p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> Extended School Year Program – Students with IEPs only qualify for Extended School Year Program, must meet criteria developed through the IEP Enrichment program with gifted teacher Field Trips – Field Trips are used to expand what has been taught in the classroom and to give students a hands-on approach to learning. Field trips provide real-life experiences that correlate with classroom curriculum. Field trips are planned according to State Standards and curriculum. All field trips are approved through superintendent office to ensure that learning is aligned with State Standards. Field trips are planned with RHT – teachers must turn in field trip request form including standards aligned with field trip, lesson plans for before, during and after the field trip, and expectations for student learning KIT Tutoring –KIT students who have failing grades or scoring below BASIC on LEAP 2025 qualify for after-school tutoring. Tutoring is provided twice a week for 1 hour. | Goal(s): Goals 1-5 | Budgets used to support this activity: Title I GFF Title II LA4 IDEA Title III Title IV Perkins JAG Bond Money Other | Items Needed: Materials and supplies for student growth. | Effectiveness Measure: Attendance for field trips Grades for KIT <hr/> Effectiveness Results: |

Florida Avenue Elementary

Counseling, Mental Health Provider, Specialized Instructional Support Services side M of the Academic Subject Areas:

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| <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 10 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): Goals 1-5</p> | <p>Budgets used to support this activity: Title I GFF Title II LA4 IDEA Title III Title IV Perkins JAG Bond Money Other</p> | <p>Items Needed:</p> | <p>Effectiveness Measure: MHP logs</p> <hr/> <p>Effectiveness Results:</p> |
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Implementation of a schoolwide tiered model to prevent and address problem behavior:

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| <p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> CHAMPS – CHAMPS is a classroom management strategy for setting procedures and expectations in place Bystander Revolution – Teachers and students participate in month long lesson plans teaching strategies to prevent and stand up to bullying Virtue of the Month – Once a month, students and faculty work towards a goal based on a word – such as kindness, respect, empathy MHP – Mental Health Provider meets with individual students to provide counseling and strategies for coping at school and home Counseling – meets with individual students and groups to provide support for needs of students such as anxiety, not making friends, etc. SAT – students are identified through SAT process to improve academic and behavior goals | <p>Goal(s): Goals 1, 2, 4, 5</p> | <p>Budgets used to support this activity: Title I GFF Title II LA4 IDEA Title III Title IV Perkins JAG Bond Money Other</p> | <p>Items Needed:</p> | <p>Effectiveness Measure: Behavior referrals Attendance records Report Card Grades</p> <hr/> <p>Effectiveness Results:</p> |
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Florida Avenue Elementary

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| <ul style="list-style-type: none"> • Check-in, Check-out – students targeted with behavior concerns meet with a mentor once a day/week to review and discuss targeted behavior • Positive Paws – students and faculty can earn Positive Paws for demonstrating good behavior and kindness • Citizens of the Month – Once a month, teachers choose a student to be recognized for great behavior and empathy for others in the classroom and on campus • Honor Roll Breakfast – students are recognized every 9 weeks for good grades • Good News Calls – administration calls parents to share good news of a student’s behavior or kind actions – good news calls are reported by teacher or faculty • PBIS quarterly celebrations – once every 9 weeks students can qualify for PBIS celebrations for demonstrating good behavior and following virtues of the month | | | | |
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Strategies for Assisting Students in the Transition from One School to the Next:

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| <p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • Pre-K , all students attend “A day in the life of a kindergartner”. Parents are invited to attend, students attend kindergarten class and work stations, teachers give a presentation to parents for kindergarten expectations • 6th grade attends an assembly with Slidell Junior High administration and faculty. Students gain information on academics, social and athletic opportunities. • 2nd grade – students and parents attend a transition meeting with 3rd grade teachers. The expectations for 3rd grade are explained including the first year for taking standardized testing. • Head Start plans a visit each year in the Spring for students to visit FAE and visit pre-k and kindergarten classrooms | <p>Goal(s): Goals 2, 4, 5</p> | <p>Budgets used to support this activity: Title I GFF Title II LA4 IDEA Title III Title IV Perkins JAG Bond Money Other</p> | <p>Items Needed:</p> | <p>Effectiveness Measure: Exit tickets for participants</p> <hr/> <p>Effectiveness Results:</p> |
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Florida Avenue Elementary

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:

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| <p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • All teachers meet for PLC twice a month for two hours • K-2 meet by grade level and spend time on both math and ELA. Teachers review data from current assessments and plan small group instruction for enrichment, practice and remediation. Teachers also plan instruction and assessment for future lessons using state standards to guide the instruction. Curriculum specialist, instructional coaches and administration attend and provide support. • 3 – 6 teachers meets by department; math, ELA, and Science and Social Studies. Teachers review data from LEAP 360 and current assessments to plan for small group instruction for enrichment, remediation and practice. Teachers also plan instruction and assessment for future lessons using state standards to guide the instruction. Curriculum specialist, instructional coaches, and administration attend to provide support. • Goals for each PLC are determined using weaknesses and strengths from testing and unit assessments • Instructional coaches help lead the PLC and develop teacher leaders for future PLC. Literacy coaches also plan the agendas and guidelines for looking at student work | <p>Goal(s): Goals 1-5</p> | <p>Budgets used to support this activity: Title I GFF Title II LA4 IDEA Title III Title IV Perkins JAG Bond Money Other</p> | <p>Items Needed: Research-based books for teacher professional development.</p> | <p>Effectiveness Measure: LEAP 2025 DIBELS LEAP 360 SLTs Unit/Benchmark Assessments</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Other Professional Development:</p> <ul style="list-style-type: none"> • Meaningful Mondays – monthly with a focus on Science & Social Studies, PBIS, planning for assessments and reviewing state standards • After-school grade level meetings – monthly and teachers from specific grade level meet with administration to plan for intervention blocks – this | <p>Goal(s): Goals 1-5</p> | <p>Budgets used to support this activity: Title I GFF Title II</p> | <p>Items Needed: Materials and Supplies needed for meetings Conference Fees : LACUE \$165 PlainTalk \$645</p> | <p>Effectiveness Measure: LEAP 2025 DIBELS LEAP 360 SLTs Unit/Benchmark Assessments</p> |

Florida Avenue Elementary

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| <p>includes looking at data and gathering materials and resources for the intervention blocks</p> <ul style="list-style-type: none"> • SPED meetings – bi-monthly meetings with SPED. Teachers and administration review students, curriculum and IEP goals. The SPED curriculum specialist attends to provide support with curriculum and LEAP connectors. • District PD days. Teachers attend professional development based on needs addressed from data, SIP, and standardized testing. • State/National/Regional Conferences. Teachers attend professional development to stay current on best-practices strategies. • Instructional Coach also provides classroom embedded professional development – working with individual teachers based on COMPASS evaluations and needs from PLC data | | <p>LA4 IDEA Title III Title IV Perkins JAG Bond Money Other</p> | | <p>Effectiveness Results:</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. | <p>Goal(s):</p> | <p>Budgets used to support this activity: Title I GFF Title II LA4 IDEA Title III Title IV Perkins JAG Bond Money Other</p> | <p>Items Needed:</p> | <p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p> |

Florida Avenue Elementary

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| <ul style="list-style-type: none"> • 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 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: Title I GFF Title II LA4 IDEA Title III Title IV Perkins JAG Bond Money Other</p> | <p>Items Needed:</p> | <p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</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: Title I GFF Title II LA4 IDEA Title III Title IV Perkins JAG Bond Money Other</p> | <p>Items Needed:</p> | <p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p> |

Florida Avenue Elementary

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 t assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of s t u d e n t s i n m e e t i n g t h e S t a t e ' s a c a d e m i c s t a n d a r d s . T h e u l a 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 review data, using the data to determine effectiveness of programs and plan for upcoming school year.
- Learning Walk Committee meets monthly along with peer observations once per nine weeks to collect data. This data will determine effective strategies to assist teachers in Professional Development sessions.

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:

- Formal/Informal COMPASS evaluations by administrators
- Learning Walks/peer observations
- DIBELS
- SLT's
- JPAM grades
- LEAP 360
- Benchmark Assessments

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:

- Determined during monthly collaborative discussions (PLC) and professional development on specific strategies to target school-wide weaknesses

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

- School progress report; the information will be presented during faculty meetings with FAE staff, during Meet & Greet and Open House with parents at beginning of school year.