

**2017-2018  
SCHOOL IMPROVEMENT PLAN**

**Marigny Elementary**



**St. Tammany Parish Public Schools**

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

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**1. COMPREHENSIVE NEEDS ASSESSMENT**

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
In fall of 2017, 61% of first grade students scored above Benchmark and 16% scored at Benchmark as measured by DIBELS.	In fall of 2017, 22% of students are well below Benchmark in Kindergarten. In 15-16 and 16-17, 74% of students were at Benchmark in the fall. In the fall of 17-18, 65% of students were at Benchmark. Kindergarten students on Benchmark in the fall decreased by 11% from 16-17 to 17-18 measured by DIBELS.
Our CRT Assessment Index scores grew each year in 2012-13, 13-14, 14-15, and 16-17.	Our CRT Assessment Index score decreased by 3 points from 14-15 (113.3) to 15-16 (110.3) - this could be a potential weakness.
The CRT index scores improved in 2015-16 to 2016-17 in ELA (13.6 points), and Science (5 points). The CRT index scores improved in 2014-15 to 2015-16 in Math (2.6 points) and Social Studies increased 4.3 points.	The CRT ELA index score decreased 7.9 points from 2014-15 to 2015-16. The CRT Science Index decreased 1.8 points from 2014-15 to 2015-16. The Social Studies CRT index score declined 4.4 points from 2013-14 to 2014-15, and declined 6 points 2015-16 to 2016-17.
3rd Grade ELA subclaim strength in Vocabulary at 76% Advanced/Mastery and Math subclaim strength in Expressing Mathematical Reasoning at 77% and Modeling and Application at 77% Advanced/Mastery.	3rd Grade ELA subclaim weakness was in Written Expression at 46% Advanced/Mastery; and Math subclaim weakness was in Additional and Supporting Content at 73% Advanced/Mastery.
ELA should be considered a potential subject strength as it was the highest CRT index score 2012-14, and 2016-17. Since 2012-13, the ELA index has consistently increased from 105.4 to 119.4.	Social studies is a potential weakness having the lowest CRT index score in 14-15, one of the lower scores in 15-16 with 106.1, & in 16-17 had the lowest score 100.1. ELA lowest subclaims are Informational Text & Written Expression. Math lowest subclaims are Major Content & Additional & Supporting Content.
The White subgroup has the strongest Math and ELA scores in 2013-14 and 2015-16. The White subgroup scored highest in Math from 2015-16 and 2016-17.	The SWD subgroup has been consistently the lowest performing subgroup in Math and ELA for the past three years. 2014-15: ELA-71.9 and Math-75.0      2015-16: ELA-64.1 and Math-66.7 2016-17: ELA-82.2 and Math-60.0
The White subgroup has consistently increased in Math over the past three years, (2013-14 (91.0), 2014-15 (92.7), and 2015-16 (93.8).	The ED subgroup has decreased in Math from 2015-16 and 2016-17. The SWD subgroup also declined in Math from 2015-16- and 2016-17.

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<p>There has been a decrease in the achievement gap for the Black subgroup in ELA in 2013-14 and 2014-15.</p>	<p>The Black and ED subgroup achievement gaps have increased over the past two years in ELA. The ED and SWD subgroup achievement gaps have increased over the past two years in Math.</p>
<p>In 2013-14 and 2014-15 the Black subgroup showed a strength in ELA. In 2013-14, 14-15, and 15-16 the White subgroup has showed a strength in Math.</p>	<p>Math has declined for the SWD and ED subgroups in 2014-15, 15-16, and 16-17.</p>
<p><b>DATA SOURCES:</b> 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>	
<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>• <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i></li> <li>• <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></li> </ul>	
<p>1. Students with Disabilities (subgroup) in first grade will maintain their math achievement scores on the District Math SLT from 80% on the First Grade Readiness SLT in fall of 2017 to 80% in Spring 2018 on the 1<sup>st</sup> end of the year SLT.</p>	
<p>2. The whole school will increase the iLEAP social studies index scores from 100.1 in spring 2017 to 105.1 in Spring 2018. Marigny will implement written expression and the use of informational text embedded into the Social Studies curriculum.</p>	
<p>3. The whole school will decrease Kindergarten students scoring below benchmark on DIBELS from 29% in fall of 2017 to 21% in Spring 2018.</p>	
<p>4.</p>	
<p>5.</p>	

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**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><b>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</b></p> <ul style="list-style-type: none"> <li>• The administrative team meets monthly with the PTA board to plan, implement, and evaluate schoolwide activities.</li> <li>• Host quarterly PTA meetings in the evenings to invite parents to see what is going on at Marigny.</li> <li>• Parents will participate in surveys in order to provide input regarding their child’s education at Marigny.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure: end of the year survey</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• The administrative team meets monthly with the PTA board to plan, implement, and evaluate schoolwide activities.</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure: end of the year survey</b></p>

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<ul style="list-style-type: none"> <li>• Host quarterly PTA meetings in the evenings to invite parents to see what is going on at Marigny.</li> <li>• Parents will participate in surveys in order to provide input regarding their child’s education at Marigny.</li> <li>• Parent/Teacher conferences-to discuss strengths and weaknesses of student performance</li> <li>• SAT Meetings-Parents are members of the team where they meet to help devise a plan of action for their child’s needs.</li> </ul>		<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		<b>Effectiveness Results:</b>
<p><b>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>• Weekly newsletters from classroom teacher</li> <li>• Monthly school newsletters (Starfish Scoop)</li> <li>• Robo calls from principal about events, important information schoolwide</li> <li>• Teacher websites that teachers update weekly with class information and curriculum being taught</li> <li>• Starfish Binders that serve as a daily school to home communication</li> <li>• Meet and Greet, Open House, Curriculum Night held at the beginning of school for parents to become familiar with Marigny and the curriculum</li> </ul>	<b>Goal(s):</b> <b>1,2,3</b>	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<b>Items Needed:</b> Paper, copy machine usage	<b>Effectiveness Measure:</b> End of the year survey  <b>Effectiveness Results:</b>
<p><b>LA Act 436 Requirements:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<b>Goal(s):</b> <b>1,2,3</b>	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<b>Items Needed:</b> Copy machine usage, paper	<b>Effectiveness Measure:</b> end of the year survey

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<p>events, PTA meetings, and other parent orientation meetings.</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		<p><b>Effectiveness Results:</b></p>
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>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, <b>to the extent practicable.</b> (<i>Title VI of the Civil Rights Act of 1964</i>)</li> <li>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.</li> <li>Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; 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.</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b> Paper, copies, translator</p>	<p><b>Effectiveness Measure:</b> End of the year survey</p> <hr/> <p><b>Effectiveness Results:</b></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><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>Starfish Showcase-Parents are invited to a night enriched with math, literacy, science, and social studies activities. Teachers plan and implement activities that students are currently learning in order to show parents how to support their students learning at home.</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Title IV  <input type="checkbox"/> Perkins  <input type="checkbox"/> JAG  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p><b>Items Needed:</b> Copies, copy machine, items for activities (such items include certain manipulatives, work mats, etc.)</p>	<p><b>Effectiveness Measure:</b> Parent Evaluation at the end of the event, committee feedback is analyzed</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>Curriculum Night-Parents are invited to curriculum night at the beginning of the school year. Parents meet in their child's classroom with the teacher to learn about procedures and routines in class as well as pertinent curriculum information for the upcoming year.</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Title IV  <input type="checkbox"/> Perkins  <input type="checkbox"/> JAG  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p><b>Items Needed:</b> Copies, copy machine</p>	<p><b>Effectiveness Measure: sign in sheet, parent and teacher feedback on end of the year survey</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li>Cultural Arts Day-Students, teachers, parents and community partners partake in a social studies based learning day. Parents volunteer to help students learn about different cultures and the day is tied cross curriculum to enhance all subject areas.</li> </ul>	<p><b>Goal(s):</b> 2</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Items for each activity, community volunteers, parent volunteers</p>	<p><b>Effectiveness Measure: PTA survey end of the year, PTA monthly meeting feedback</b></p> <hr/> <p><b>Effectiveness Results:</b></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
<p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Transitional First Grade is a year for students that need more time to mature emotionally, socially, academically, or behaviorally.</li> <li>• Guided Reading-small group teacher led instruction based on individual reading levels of each student</li> <li>• Guaranteed Curriculum Resources-teachers use the Guaranteed Curriculum to enhance teaching and use as a guide to drive instruction; utilize the writing folder to support students growth in the area of written expression</li> </ul>	<p><b>Goal(s):</b> <b>1,2,3</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Reading A-Z resources, copies, copy machine, manipulatives and/or teaching materials</p>	<p><b>Effectiveness Measure:</b> DIBELS, learning walks, lesson plans, Reading A-Z monthly benchmarks, SLTs</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• DIBELS-early reading skills based assessment</li> <li>• Formal and Informal Weekly assessments-Teachers give weekly assessments in core subjects.</li> <li>• Post Test-First grade gives end of unit post-test to evaluate and drive instruction.</li> </ul>	<p><b>Goal(s):</b> <b>1,2,3</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> copies, copy machine, Reading A-Z materials</p>	<p><b>Effectiveness Measure:</b> DIBELS, review of reading data in PLC’s, SLT’s, post test results</p>

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<ul style="list-style-type: none"> <li>Reading A-Z-teachers give monthly benchmark passages to track students reading levels</li> </ul>		<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		<b>Effectiveness Results:</b>
<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>DIBELS-analyze results to see students pre-reading levels of readiness</li> <li>Reading A-Z-assessing students benchmark reading level to determine need for support</li> <li>SAT-The team will determine area(s) of need and collaborate to develop a course of action.</li> </ul>	<b>Goal(s):</b> <b>1,3</b>	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<b>Items Needed:</b> reading A-Z passages, copies, copy machine, interventions, tutors	<b>Effectiveness Measure:</b> DIBELS, Reading A-Z charting, SLT's, SAT (IRP-1 and IRP-2)  <hr/> <b>Effectiveness Results:</b>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>SAT-The team develops interventions and strategies for the teacher to help the student.</li> <li>Weekly tutoring-once a week students are pulled for 30 minutes to work on reading skills</li> <li>Guided reading-based on reading levels, teachers group students to provide explicit leveled reading instruction. Guided reading is during core ELA instruction time and is done a minimum of 3 times a week.</li> <li>IEP data tracking-special education teacher will work with regular education teacher to monitor the SWD math progress</li> <li>Special ed teacher and regular ed teacher will monitor SWD to determine if more minutes are needed in a different setting to focus on math instruction</li> </ul>	<b>Goal(s):</b> <b>1,3</b>	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<b>Items Needed:</b> tutoring manipulatives, copies, copy machine, intervention tools	<b>Effectiveness Measure:</b> SAT intervention charts (IRP-3), IEP data charting, tutoring progress monitoring, Reading A-Z reading levels  <hr/> <b>Effectiveness Results:</b>

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<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• SAT-The team reconvenes to restructure interventions or see if an evaluation is necessary for additional support.</li> <li>• Special ed teacher and regular ed teacher will monitor SWD to determine if more minutes are needed in a different setting to focus on math instruction. If more minutes are needed or goals need to be adjusted the IEP team will reconvene.</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> copies, copy machine</p>	<p><b>Effectiveness Measure:</b> data charting, results of SAT and IEP meetings</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• ESL-Regular Ed teacher works with ESL tutor to immerse the ESL learner into the English language.</li> <li>•</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input checked="" type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Teacher resources, translator</p>	<p><b>Effectiveness Measure:</b> English Language Proficiency Test (ELPT)</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</b></p> <ul style="list-style-type: none"> <li>• ESL-Regular Ed teacher works with ESL tutor to immerse the ESL learner into the English language.</li> <li>• Gifted Enrichment-Students are pulled out twice a week to provide hands on experiences to enrich learning.</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> copies, copy machine, resources for instruction</p>	<p><b>Effectiveness Measure:</b> English Language Proficiency Test (ELPT), Gifted-SLT, IEP data</p>

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<ul style="list-style-type: none"> <li>• Special Ed-instruction for students who need additional support</li> <li>• Inclusion-co-teaching in the Regular Ed classroom to support student learning in grades Pre-K through 1.</li> </ul>		<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		<b>Effectiveness Results:</b>
<p><b>Extended Learning Opportunities (within and beyond the school day and the school year):</b></p> <ul style="list-style-type: none"> <li>• Field trips-students are provided with the opportunity to go off campus and explore real world application</li> <li>• ESY-students attend school during the summer to work on specific goals, according to their IEP.</li> <li>• STEM-students have the opportunity to participate in Science, Technology, Engineering, and Math activities in a lab setting, based on science standards.</li> <li>• K-Kids-students are given the opportunity to work with our community partner, the Kiwanis, to participate in philanthropic/service opportunities.</li> <li>• Garden-students participate in volunteer led lessons to plant, harvest, and cook homegrown food from our school garden.</li> <li>•</li> </ul>	<b>Goal(s):</b> 1, 2, 3	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<b>Items Needed:</b> STEM manipulatives, K-Kids meeting resources, copies, copy machine, garden supplies	<b>Effectiveness Measure:</b> End of the year parent survey  <b>Effectiveness Results:</b>
<p><b><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></b></p>				
<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>• Due to the transient and often unstable environments that many of our school's students experience, a <b>Mental Health Provider (MHP)</b> will work with students 7 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.</li> </ul>	<b>Goal(s):</b> 1,2,3	<b>Budgets</b> 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 checked="" type="checkbox"/> IDEA	<b>Items Needed:</b>	<b>Effectiveness Measure:</b> weekly reports

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<p>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>		<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><b>Effectiveness Results:</b></p>
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**Implementation of a schoolwide tiered model to prevent and address problem behavior:**

<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li><b>Positive Behavior Support (PBS)</b> lessons will be taught by teachers, the MHP, the counselor, and other school personnel that emphasize behavioral expectations for all students in all situations at Marigny.</li> <li><b>Tier 1</b>-Teachers and other school personnel will reinforce positive behaviors by using daily, weekly, monthly, and quarterly incentives.</li> <li>Tier 2-Administration, parents, and teacher will meet to devise a plan based on students target behavior. (check in/check out with a coach, special job)</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b> PBS incentive supplies for daily, monthly and quarterly rewards for students, copies of star slips</p>	<p><b>Effectiveness Measure:</b> monthly discipline data</p> <hr/> <p><b>Effectiveness Results:</b></p>
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**Strategies for Assisting Students in the Transition from One School to the Next:**

<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>Incoming Students-During the spring of each school year incoming students as well as current Pre-K students will have the opportunity to visit and tour Marigny Elementary. Prior to the first day of school in August all students are provided with the opportunity to see their classroom and meet their teacher at Meet and Greet.</li> <li>Incoming students from local daycares will have the opportunity to come and tour Marigny and learn about their new school.</li> <li>Outgoing students-First grade students get an opportunity to visit our feeder school Magnolia Trace.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b> Snack for tours, copies, copy machine</p>	<p><b>Effectiveness Measure:</b> end of year survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<ul style="list-style-type: none"> <li>Special Education teachers meet with feeder school teachers and/or administrative team to attend and review IEPs and transition plans to ensure a smooth successful transition to Magnolia Trace.</li> </ul>				
<p><b>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:</b></p>				
<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li><b>Professional Learning Communities (PLCs)</b>- PLCs are scheduled for teachers monthly for two hours. Principal, Assistant Principal, TRT, and teachers are in attendance. Teachers focus on Guided Reading instruction.</li> </ul>	<p><b>Goal(s):</b> <b>1,2,3</b></p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" 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><b>Items Needed:</b> substitutes, copies, copy machine, data sheet analysis</p>	<p><b>Effectiveness Measure:</b> SLT's, DIBELS, Reading A-Z data</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>Faculty meetings for parish and state-mandated trainings</li> <li>Parish required PD days – Focusing on Curriculum and Instruction, Assessment, SpEd</li> <li>After-school, before-school, and district sponsored professional development</li> <li>New Teacher Meetings-held prior to school starting for new teachers to familiarize them with procedures and routines at Marigny. New teachers are given a mentor to assist them throughout the year as needed.</li> <li>Learning Walks-learn from one another about Guided Reading instruction and other subjects if needed</li> </ul>	<p><b>Goal(s):</b> <b>1,2,3</b></p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" 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><b>Items Needed:</b> Subs, meeting handouts and supplies</p>	<p><b>Effectiveness Measure:</b> SLT's, DIBELS, Reading A-Z data, evaluation/survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Marigny Elementary**

<ul style="list-style-type: none"> <li>Grade-Level Meetings-monthly meetings to discuss grade level needs and student achievement</li> </ul>				
<p><b>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</b></p> <ul style="list-style-type: none"> <li>All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.</li> <li>Teacher openings are advertised through the district website.</li> <li>District leaders attend local college and university teacher recruitment fairs in the fall and spring.</li> <li>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.</li> <li>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.</li> <li>Placement of Student Teachers from local universities</li> <li>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.</li> <li>District Human Resources Coordinator serves as a speaker on college campuses for different education courses.</li> <li>District Human Resources Coordinator serves on various College of Education department committees at local universities.</li> </ul>	<p><b>Goal(s):1,2,3</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> COMPASS, informal observations</p> <hr/> <p><b>Effectiveness Results:</b></p>

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**Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:**

<p><b>Career and Technical Education Programs:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Coursework to Earn Post-Secondary Credit:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>



## Marigny 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.

#### **21<sup>st</sup> Century Programs:**

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

#### **Headstart Preschool Programs:**

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

#### 4. Regular Monitoring and SIP Revision

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

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

The SIP committee and grade level chairmen meet throughout the year to discuss schoolwide programs and activities to determine effectiveness and to assist in planning for the upcoming school year.

During faculty and PTA meetings the SIP Committee reports the goals of the SIP and the effectiveness of the activities to ensure that students are highly engaged and performing to their highest potential.

**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:**

- Throughout the school year the SIP committee will analyze data from DIBELS, Reading A-Z, SLT’s, and DRDP to determine students’ growth pertaining to the goals targeted in the SIP.

**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:**

- Depending on what the data shows, we may adjust or intervene with instruction. Additional support would be given to teachers and students as needed.

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

During faculty and PTA meetings the SIP Committee reports the goals and results of the SIP and the effectiveness of the activities to ensure that students are highly engaged and performing to their highest potential.