

**Alton Elementary School**  
**PreK - 5**  
**Dr. Schanette Hebert**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

**1. COMPREHENSIVE NEEDS ASSESSMENT**

(Look at the summary pages in the Data Analysis Template for 1a and 1b 1-3)

**STRENGTHS**

<u><b>1a. Results of Comprehensive Needs Assessment</b></u>		<u><b>1a. Measures used to Determine School Needs:</b></u>
<b>STRENGTHS</b>		<b>DATA SOURCES</b>
1. Grades 3 Social Studies CRT index has increased the last 3 years going from 75.7 in 2013, 77.0 in 2014, and 86.5 in 2015 in grade 3	1	CRT Index 2013-2015
2. Grade 4 Science CRT Index has increased the last 3 years going from a 38.6 in 2013, to 65.2 in 2014 and 79.0 in 2015.	2	CRT Index 2013-2015
3. Grade 5 ELA CRT Index has increased the last 3 years going from a 74.1 in 2013, 75.0 in 2014, and 85.6 in 2015.	3	CRT Index 2013-2015
4. CRT Index has increased the last 3 years going from 75.0 in 2013 to 77.0 in 2014 for a growth of +2.0 and to 79.4 in 2015 for a growth of +2.4	4	CRT Index 2013-2015
5. 85.4 % of parents indicated that they are overall satisfied and have participated with Alton Elementary Parental Involvement programs	5	Parent Involvement Survey – Spring 2015

**CHALLENGES**

<u><b>1b. Results of Comprehensive Needs Assessment</b></u>		<u><b>1b. Measures used to Determine School Needs:</b></u>
<b>CHALLENGES</b>		<b>DATA SOURCES</b>
1. Grades 3, English Language Arts/Reading CRT index has decreased the last three years going from 97.1 in 2013 to a 92.0 in 2014 and a 70.4 in 2015 for a regression of 26.7%.	1	CRT Index 2013-2015
2. Grades 3, Mathematics CRT index has decreased the last three years going from 104.4 in 2013 to a 90.0 in 2014 and a 77.8 in 2015 for a regression of 26.6%.	2	CRT Index 2013-2015
3. Grades 3,4,&5 Mathematics CRT index has decreased the last two years from 98.5 in 2014 to 87.6 in 2015 for a regression of 10.9%	3	CRT Index 2013-2015

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**PreK - 5**  
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**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

4. 48.4% of parents are unable to attend Alton Elementary Parental Involvement Activities due to job constraints	4	Parental Involvement Survey – Spring 2015
5. Suspension rates have increased the last two years going from 2.0 in 2014 to 5.6 in 2015 for a regression of 3.6%	5	Discipline Data-JPAMS 2104-2015

**GOALS**

<b><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></b>	
<b>GOALS</b>	
1	By May of 2016, 75% of 3 <sup>rd</sup> grade students will score proficient on the state test in ELA (writing/reading and responding/etc.)
2	By May 2016, increase the overall parent awareness of the Title I program and opportunities for evaluation will increase from 6.4% to 50% as evidenced by Parental Involvement Survey and Parent sign-in sheets.
3	By May of 2016, 80% of 3rd grade students will score proficient on the state test in Mathematics.
4	By May 2016, the suspension rate will decrease from 3.6% to 1%, as evidenced by discipline data in jpams.
5	By May 2016, 80% of Grade 3, 4, and 5 will score proficient on the state test in Mathematics.

**2. SCHOOL-WIDE REFORM STRATEGIES** to be used in your SIP. Please check all that apply.

- Response to Intervention
- Job-Embedded Professional Development
- Data-Driven Decision-Making
- Meaningful Engaged Learning
- Curriculum Alignment
- Differentiated Instruction

**3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS:** Enter the percentage of your staff that is highly qualified 94%

- The HR department requires that all schools keep a folder on each teacher documenting their HQ status. This information is reported to HR on a spreadsheet at the beginning of each school year and Title I schools report this information to the Title I office on the Attestation Form.
- The parish requires that all paras meet HQ status before they can be considered for employment.

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**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<b>4. PROFESSIONAL DEVELOPMENT:</b> Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p><b>PLC</b>- Kiaun Wiliams, Presenter (Teacher)          Kioka Ardoin , Presenter (Teacher)          Antionette Davis, Presenter (Teacher)          Brenda Leonard, Presenter (Teacher)          Cherie Pizzuto, Presenter (Teacher)</p> <p><u>Dates of PLC</u>          Monday, October 5, 2015          Monday, November 2, 2015          Monday, December 7, 2015          Monday, January 4, 2016          Monday, February 1, 2016          Monday, March 7, 2016          Monday, April 4, 2016          Monday, May 2, 2016</p> <p>PLC Focus: Reading and Responding to Fiction and Nonfiction text, RACE strategy, Problem Solving, analyzing and tracking state test data to drive instruction, and practice one component of explicit teaching per meeting.</p> <p>End of the Year Planning Meeting – our last PLC meeting will be held during the school day on May 2, 2016. We will review all student data to determine overall strengths and weaknesses across grade levels to plan for the 2016-2017 school year.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>Title I funded Instructional Coach (Stephanie Purser) provide support in curriculum and instruction in K-6 content areas, support, mentor, and model lessons for teachers, support school in analyzing data, plan summer professional development, support teachers in integrating technology, and submit programmatic reports through Bb electronically.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p>	<p>Item(s) to be purchased to support this activity:          Salary and Benefits for this teacher.</p>
<p>Professional Development Outside of PLC</p> <ul style="list-style-type: none"> <li>Faculty meetings for parish and state mandated trainings</li> </ul>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p>	<p>Item(s) to be purchased to support this activity:</p>

*Alton Elementary School*  
*PreK - 5*  
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**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<ul style="list-style-type: none"> <li>• Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED</li> <li>• After-school, before school, and district sponsored professional development</li> <li>• Community Collaboration Connection Meetings</li> <li>• Teacher Retreat</li> <li>• Teacher Leader Conference</li> <li>• DIBELS Training</li> </ul>	<input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money	
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**5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:**

During the job fair process, administrators offer a second interview at the prospective school site to provide a one on one personal session. Potential candidates are allowed to tour the facilities, prospective classrooms, and computer labs. During the second interview; administrators provide additional information to potential candidates for hire as stated below. Alton offers dramatically different levels of training. Teachers are paired with partners to allow teachers to focus on specific subject areas. Mentoring and on the job coaching is offered to teachers as a partnership providing support and up to date trends associated with academic growth and student progress. In addition, during the interview sessions, administrations explain the types of professional development meetings that are provided to assist with academic growth. From a personal and financial standpoint, teachers are offered loan forgiveness programs because the school receives Title I funding.

<p><b>6. PARENTAL INVOLVEMENT:</b> What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.</p>		
<p>Parents will be involved in the <b>design</b> of the Parent Plan through attendance at the Parental Involvement Committee meeting in the spring where the plan is reviewed and revised. Parents will assist in the implementation of the plan through attendance at family event planning meetings, working at events, attending events, and evaluating events/activities. Parents have the opportunity for input through our committee meetings and our school website has a Title I link for parent emails. Emails sign-in sheets and meeting minutes will serve as documentation.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p>

**Alton Elementary School**  
**PreK - 5**  
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**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>Tuesday, August 11, 2015 and Thursday, March 16, 2016 - the Parental Involvement Committee met to discuss the Parent Involvement Policy/compact and new application.</p> <p>Friday, December 11, 2015 – the Parental Involvement Committee will meet to discuss the PI Plan</p> <p>Friday, December 4, 2015 – the Parental Involvement Committee will meet to discuss the School Improvement Plan.</p> <p>Tuesday, May 23, 2016 – the Parental Involvement Committee will meet to discuss the final evaluation.</p> <p>In addition, meeting dates will occur on an as needed basis or more frequently if needed for planning, implementation and evaluation of PI Policy, PI Plan and SIP.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>Parents will receive timely information regarding The Title I program; by reviewing information posted on the school website. An end of the year meeting with our Title I committee is scheduled to discuss and begin planning for the upcoming school year. After this meeting, information is disseminated to parents via flyers and through the school website link. Our Title I Plan is reviewed and the Title I video is played for parents at our Open House. We also review our school progress and outline the new year’s program.</p> <p>Communication Strategies:</p> <ul style="list-style-type: none"> <li>-School Website</li> <li>-Robo calls</li> <li>-End of the Year Planning Meeting</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>Parents are informed about the curriculum, assessments, and student proficiency expectations; by attending College and Career Conferences each 9 weeks along with open communication with administration and staff.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p> <p>Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process.</p>	<p><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies-GFF  Postage-</p>
<p>NNPS-The school is a member of the National Network of Partnership Schools sponsored by John Hopkins University. The school has access to a wide variety of ideas to improve parental involvement and interest in the education of their children.</p>	<p><input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other.</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Membership in NNPS</p>
<p>◆To be in compliance with Act 436, at least three meetings will be held during the school year to provide parents information on how to access the curriculum. This information will be provided to parents at school open house events, reading, math and tech days, parent meetings, and other parent orientations.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p><u>Decision Making Opportunities for Parents:</u>  Parents are encouraged to participate in opportunities for decision making through phone calls, emails and written invitations.</p> <p>SAT Meetings- Meet every Monday from 9:30-2:30</p> <p>IEP Meetings- Meetings will be held as needed.</p> <p>College and Career Conferences/Parent Conferences- Conferences are held before and after school and scheduled by the teacher and/or administration</p> <p>SIP Meetings</p> <p>Parent Teacher Association/  Parent Committee Work- parents find out about these committees through our PTA sponsored events. Parents also receive information through school involvement and the school website.</p> <p>School Website- updated daily with information to inform parents about school</p> <p>Sign-in Sheets/Ticket Out the Door at events- giving feedback about what will be used and changed for the following events.</p> <p>ALL parents are strongly encouraged to attend all meetings. Contacts are made via robo calls to each home (approx. 200) and notes/invitations sent home as needed.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>Strategy 1-  <b>Open House</b> will be held at the opening of school to allow parents and students the opportunity to visit the classroom, meet the teacher/teachers, learn behavior expectations, classroom routines, and procedures.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p>	<p>Item(s) to be purchased to support this activity:</p>

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**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>Strategy 2-  <b>Family Literacy Day:</b> Students are provided with reading activities and parents will participate in an informal meeting held by teachers to provide ideas for working with their children at home to improve reading skills.</p> <p>Strategy 3-  <b>Family Math Day:</b> Students will be provided with math activities and parents will participate in an informal meeting held by teachers to provide ideas for working with their children at home to improve math skills.</p> <p>Strategy 4-  <b>Technology Day:</b> Parents and students will participate in online activities on the iPod Touches and learn internet safety.</p> <p>Strategy 5-  <b>Literacy with Grandparents:</b> Grandparents and students will participate in the make and take activity which will include constructing a book, My Favorite Thing To Do With My Grandpa and Grandma. This activity promotes writing skills and literacy.</p> <p>Strategy 6-  <b>Testing Tips:</b> tips and study skills strategies for LEAP and I-LEAP</p> <p>Strategy 7-  <b>Alton Family Day/Buddy Bench:</b> Focus-building relationships, demonstrates an understanding for differences among people. Objective: Use knowledge of the Buddy Bench to seek new understanding of other students and to create new friendships. Preparing for summer-how to help your students with Reading and math, pointers on different activities to keep students on level.</p>	<p>___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Playing cards, dice, items for estimation activities</p>
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**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>Strategy 8-  <b>Evening in the Arts:</b></p>		
<p><u>Communication Strategies:</u>          -School Agendas          -Robo calls          -Monthly Calendars          -Teacher Wiki Pages          -Student Progress Center</p>	<p>10. BUDGETS used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money</p>	<p>Item(s) to be purchased to support this strategy/activity:          Paper          Agenda</p>

<p><b>7. TRANSITION:</b> What activities are in planned to transition incoming and outgoing students at your school? Be sure to list <i>at least one</i> for incoming and one for outgoing students.</p>		
<p>Registration: Parents register by appointment only. Parents and prospective students tour the school and meet teachers and students.</p> <p>Activity 1-          During the month of May, students in Pre-K through Grade 4 will visit the grade that they will be in the following school year. Students will meet the teacher and learn grade expectations.</p> <p>Activity 2- Kindergarten Round Up to inform upcoming parents of grade level curriculum and expectations</p> <p>Activity 3- Half Day in PreK          Students are afforded the opportunity to take a tour of the campus, visit classrooms, meet teachers, learn behavior expectations, classroom routines, and procedures.</p> <p>Activity 4- 5<sup>th</sup> Grade Welcoming Committee assigns the new student a buddy. The buddy is responsible for giving the new student a tour of the campus and explaining classroom policies and procedures. The buddy is also responsible for</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

**Alton Elementary School**  
**PreK - 5**  
**Dr. Schanette Hebert**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>introducing him/her to other classmates.</p> <p>Activity 5- Welcome Video By May 2016, a welcome video will be available on the Alton Elem School website.</p> <p>Activity 6 – ongoing parent conferences focused on data and a shared responsibility; weekly folders on Thursday with graded papers and memos</p>		
<p>Outgoing students Activity 1- Administrators from Creekside and Clearwood hold a brief informational meeting with prospective students. Grade 5 students will travel by school bus (optional) to visit feeder schools (Clearwood &amp; Creekside) for a walkthrough to prepare for the transition from elementary to junior high.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

<p><b>8. USE OF ACADEMIC ASSESSMENTS:</b> How does your school include teachers in decisions regarding the use of academic assessments?</p>		
<p><b>The fundamental question is what are the teachers expected to do with the data they have on their students:</b></p> <ul style="list-style-type: none"> <li>•Teachers are expected to participate in Professional Learning Community sessions and faculty meetings where data is discussed.</li> <li>•Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below).</li> <li>•Teachers are to use the data to develop lessons and interventions for at-risk students</li> <li>•Teachers are to PM these students to ensure interventions/lessons are addressing student needs</li> <li>•BURST and Dibels</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

**Alton Elementary School**  
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**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>I-Ready, IXL, Achieve 3000, &amp; My Virtual Reading Coach- the program data is analyzed to measure student growth and progress. The information is utilized to target areas of needed improvement and provide intervention strategies.</p>	<p>10. BUDGETS used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money</p>	<p>Item(s) to be purchased to support this activity:</p>
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<p><b>9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES:</b> What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.</p>		
<p><b><u>Mental Health Providers</u></b>-(please adjust to fit your school's MHP plan)  <b>MHP:</b> Due to the transient and often unstable environments that many of Alton Elementary students experience, a Mental Health Provider will work with students for 12 hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administration (Dr. Schanette Hebert) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Dr. Schanette Hebert will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student's situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as LEAP and iLEAP will also occur.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>MHP Salary and Benefits</p>

**Alton Elementary School**  
**PreK - 5**  
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**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p><b><u>Positive Behavior Support (PBS) or other Social Curriculum</u></b></p> <p>CHAMPS is a behavior management system that enables teachers to develop an instructional structure in which students are responsible, motivated, and highly engaged.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>Instructional Program Enhancements</u></b></p> <p>The Title I Instructional Para, Karen Courville, assists students in the computer lab. The Title I Instructional Para will also serve the students at our school by pulling students at risk to perform interventions with literacy.</p> <p>Karen Moragne(Part time Instructional Aide)</p> <ul style="list-style-type: none"> <li>• Teach targeted literacy intervention to small groups of students daily</li> <li>• Conduct progress monitoring and BURST interventions</li> </ul> <p>Christi Cefalu (Reading Interventionist)</p> <ul style="list-style-type: none"> <li>• Coordinate and facilitate the school literacy intervention program</li> <li>• Teach targeted literacy intervention to small groups of students daily</li> <li>• Collaborate with teachers individually to identify the literacy needs of students, to set learning goals, and develop best practices for continuous academic growth.</li> <li>• Participate in ongoing professional development on current literacy best practices</li> <li>• Conduct progress monitoring and BURST interventions</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Instructional Para Karen Courville (Paid with school level Title I funds)</p> <p>Salary and benefits for Karen Moragne</p>

**Alton Elementary School**  
**PreK - 5**  
**Dr. Schanette Hebert**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p><b><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u></b>  Students who require additional assistance will participate in one or more programs designed to provide added support including BURST (1st-3rd). In addition to tutoring during the day, students are given the opportunity to get homework assistance and tutored after school. These students are tutored by Valina Butler and Karen Moragne and given the interventions with the tutors. At the end of the year, we review students that participated in interventions to see if it improved test scores.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  Salary and benefits for Valina Butler  Karen Moragne</p>
<p><b><u>Technology Resources and Personnel (include names):</u></b>  <b><u>General Technology</u></b> to increase engagement and integrate technology into the curriculum:  Activboards, Votes, Expressions, ipods, computers, printers, laptops, document cameras, projectors</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  Computers, monitors, activboards and installation, projectors, document cameras, votes, expressions, ipods, ipads, toners printers, replacement bulbs, and RAM for upgrades.</p>
<p><b><u>Technology Interventions/Progress Monitoring</u></b>  IXL Math  BURST  I-Ready Diagnostic and Instruction for Math and Reading  Edutyping  Achieve 3000(Kidbiz)  Mountain Math/Language Online  Instructional Supplies</p> <p>Students will be tested in the beginning of the year and receive interventions with BURST and also I-Ready. Both interventions track the information inputted in the system and create graphs to allow for analysis.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  IXL Math  BURST  I-Ready Diagnostic and Instruction for Math and Reading  Edutyping  Achieve 3000(Kidbiz)  Mountain Math/Language Online</p>

**Alton Elementary School**  
**PreK - 5**  
**Dr. Schanette Hebert**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p><b><u>Special Education Subgroup Data</u></b>  Based on the Subgroup Trend Analysis Data, students with disabilities have been the lowest % Proficient in Mathematics and English language arts for the past 3 years.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>Special Education Program Design</u></b>  Based on the Subgroup Trend Analysis Data, Students with Disabilities experienced a decrease in their CRT index. Due to this change, students are resourced for ELA/Mathematics and have partial inclusion for Science and Social Studies. Para support in these classes provided through IDEA.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  Salary and benefits for IDEA paras</p>
<p><b><u>Classroom Size Reduction Teachers</u></b> (if applicable)  Fourth and Fifth Grade Teacher  Cheryl Nichols (Paid with district level Title I funds)</p> <ul style="list-style-type: none"> <li>The classroom teacher is placed in this position to aid in the transition from elementary to junior high (transitioning).</li> </ul> <p>Also, based on CRT index data students tend to score relatively lower than other grades in ELA, Science, and Social Studies, therefore a classroom reduction teacher is needed to give students small group instruction. The class size would be 16 without with Cheryl Nichols but is reduced to 12 with Cheryl Nichols.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  Salary and benefits for Cheryl Nichols</p>
<p><b><u>Curriculum Enhancements</u></b>  Prek -5<sup>th</sup> grade students will visit the Audubon Zoo which will allow the students to relate to living things. They will be able to classify living things (animals), communicate about their habitat and characteristics, and understand how they grow,</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II</p>	<p>Item(s) to be purchased to support this activity:  Bus transportation and admission fees to the zoo</p>

*Alton Elementary School*  
*PreK - 5*  
*Dr. Schanette Hebert*  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

change, and reproduce.	<input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	
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<b>10. COORDINATION OF PROGRAMS</b>		
<ul style="list-style-type: none"> <li>•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 and IDEA</li> <li>•Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program.</li> <li>•Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding.</li> <li>•Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III.</li> <li>•Headstart children graduate into the feeder schools in the district in which they live. Receiving schools provide transition activities and services for children and parents.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Tutoring</li> <li>•Clothing</li> <li>•School supplies</li> <li>•Field trip fees</li> <li>•Summer school fees</li> <li>•MHP services</li> <li>•Community Resource Connections</li> <li>•Meals</li> <li>•Services of the LEP para and LEP tutor</li> </ul>

<b>11. HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?</b>		
<p>The Title I Committee meets and discusses all of the following:  <b>Overall</b>-The school's performance on standardized test scores/ DIBELs scores</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p>

*Alton Elementary School*  
*PreK - 5*  
*Dr. Schanette Hebert*  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p><b><u>Tutoring programs-</u></b>  <b><u>DIBELS Evaluation</u></b>  Progress monitoring data (DIBELS) is collected by the Literacy Team (Christi Cefalu) approximately every two weeks on the students receiving Burst instruction. This data is collected by the literacy intervention team. All students are benchmark assessed (DIBELS) three times a year.</p> <p><b><u>Burst Evaluation</u></b>  Before the beginning of the 3<sup>rd</sup> weeks, Literacy Team (Christi Cefalu) will create a data sheets with students before and after using their intervention scores who are participating in BURST to see what students should be pulled out of intervention and/or continue. Of all students scoring benchmark on BOY Dibels assessment and are in BURST interventions, by the end of the year 80% will close their achievement gap by 5%. Ms. Cefalu will write a final report due May 2016.</p>		
<p><b><u>Parental Involvement</u></b>  <b>Data to be collected, responsible person, timeline for collection, process for calculation</b></p> <ul style="list-style-type: none"> <li>•Parenting committee (Alexandra Howard &amp; Samantha Jenkins) will evaluate attendance numbers at events to see what time/topics draw the largest groups of parents. The report will be written by the Title I committee by the end of the school year.</li> <li>•The Title I School Committee and/or the Title I parenting Committee will review the Title I Parent Survey results</li> <li>•Review the NNPS plan</li> <li>•After each Parental involvement activity, the “ticket out the door” will be utilized to see what needs improvement and what we did well. When we receive Parent Survey results in April we will met as a committee to see how to shape our 2016-2017 school year.</li> </ul>		



*Alton Elementary School*  
*PreK - 5*  
*Dr. Schanette Hebert*  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<ul style="list-style-type: none"> <li>•Website committee (Lori Brandon-Clements &amp; Kanisha Brown) will collect and evaluate website responses monthly. The Website committee will review and analyze responses and compile a report that is made available for all stakeholders. The report will be written by the Website Committee by the end of the school year.</li> </ul>		
<p><b><u>MHP Evaluation Form</u></b></p> <p>Did the students involved in the MHP program at your school demonstrate increased academic achievement?</p> <p>Was the goal to decrease referrals, time out of classrooms, etc? Please elaborate.</p> <p>Responsible Person: Val Trepagnier</p> <ul style="list-style-type: none"> <li>•Each student who receives services from the MHP will be entered onto a spreadsheet. The student’s beginning academic scores, attendance information and number of referrals will be noted.</li> <li>•At the end of the year the RHT will enter the end of year data onto the spreadsheet in all three areas and determine if the student improved, stayed the same or declined.</li> <li>•The RHT will calculate the total number of students involved in the program, the percentage of students who improved, stayed the same and declined and report the findings in writing to the principal by the end of May 2016.</li> <li>•Students that were involved in the MHP program achieved the academic and behavior goal by 100%.</li> <li>•Students exceeded the goal of 70% increasing or maintaining academic achievement in English Language Arts</li> </ul>		

*Alton Elementary School*  
*PreK - 5*  
*Dr. Schanette Hebert*  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

and Mathematics.		
<p><b><u>Professional Development:</u></b></p> <ul style="list-style-type: none"> <li>•The professional development program at the school will be evaluated through an analysis of SLT scores. Each teacher will be required to submit a spreadsheet of their students with their MOY Benchmark score and their EOY Benchmark score. If the student met their learning target, they will be quantified with a “1” and if not with a “0”. The teachers will submit these spreadsheets to the AP and she will compile another spreadsheet listing each teacher and the percent of students who met their SLT goal. Teachers will be considered successful if 80% of their students meet their SLT goal. Our Professional Development goal is for 85% of the teachers to be successful.</li>   <li>• Professional development activities at your school translate into student academic success through aligned activities that enhance best practices to promote student growth.</li>   <li>•In May 2016 at the last faculty meeting, teachers will communicate with administration the pros/cons of the professional development opportunities offered to them this year. During this meeting, teachers will review the student achievement as it pertains to PD that was given to determine the effectiveness and the targeted needs for the upcoming school year.</li> </ul>		
<p><b><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>FACULTY</u>?</b></p> <p>In May of 2016, the faculty and staff have a final meeting. The results of the annual evaluation, the compiled report, and plans for Title I funds will be reported to the teachers and staff by the Title I Committee.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA</p>	<p>Item(s) to be purchased to support this activity:</p>

*Alton Elementary School*  
*PreK - 5*  
*Dr. Schanette Hebert*  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>At the end of the year, the Title I Committee uses the results of the data analysis to impact the use of Title I funds for the upcoming school year. After careful review and evaluation of the Title I Program Assessment, funds are utilized to promote student growth through the use of Reading, Math &amp; Technology nights, additional staff members, and programs(BURST and computer based) to promote student growth and academic success.</p>	<p>___ Title III          ___ Bond Money          ___ Other</p>	
<p><b><u>HOW</u></b> are the <b><u>results of the assessment REPORTED</u></b> to the <b><u>PARENTS</u></b>?</p> <p>At the end of the year, the Parent Teacher Association has a final meeting. The results of the annual evaluation, the compiled report, and plans for Title I funds will be reported to the parents by the Title I Committee. This information will also be available on the Alton Elementary School website.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ X ___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>