

Bonne Ecole Elementary
PreK – 6th Grade
April Owens, Principal
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

1. COMPREHENSIVE NEEDS ASSESSMENT

(Look at summary pages 42-44 in the Data Analysis Template for 1a and 1b 1-3)

STRENGTHS

<u><i>1a. Results of Comprehensive Needs Assessment</i></u>		<u><i>1a. Measures used to Determine School Needs:</i></u>
STRENGTHS		DATA SOURCES
1. White population is maintaining in ELA and Math	1	PARCC
2. 3 rd Grade math grew 2014-2015	2	PARCC
3. Hispanic 2012-2015 there was a 10% growth	3	PARCC
4. 6 th grade has a steady increase since 2012	4	PARCC
5. 4 th grade black ELA 15 point increase over three years.	5	DIBELS

CHALLENGES

<u><i>1b. Results of Comprehensive Needs Assessment</i></u>		<u><i>1b. Measures used to Determine School Needs:</i></u>
CHALLENGES		DATA SOURCES
1. Black population the achievement gap has doubled in ELA and Math	1	PARCC
2. Kindergarten at risk group increased throughout the year.	2	DIBELS
3. SWD dropped about 14% from 2012-2015	3	PARCC
4. Economically disadvantaged 28 point drop in Math 5th grade.	4	PARCC
5. 6 th grade math students dropped 25 points.	5	PARCC

GOALS

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
GOALS
1. Use responsive classroom to connect with the subgroup.
2. Decrease the achievement gap for black students for ELA and Math.
3. Decrease the students at risk in DIBELS at the end of school year.
4. Increase the collaboration between the sped teachers and regular education teachers.
5. Decrease the achievement gap in 6 th grade math.
6. School wide decrease the achievement gap in ELA.

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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 4%

- 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.
- The parish requires that all paras meet HQ status before they can be considered for employment.

4. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.

<p><u>Professional Learning Communities (PLCs)-</u></p> <ul style="list-style-type: none"> • PLC meetings once a month. Provide meetings for teachers and paraprofessionals. • Use responsive classroom to build a community within the classroom and school. 	<p>10. BUDGETS used to support this activity:</p> <p><u> </u> Title I <input checked="" type="checkbox"/> GFF <u> </u> SRCL <input checked="" type="checkbox"/> Title II <u> </u> LA4 <u> </u> IDEA <u> </u> Title III <u> </u> Bond Money <u> </u> Other</p>	<p>Item(s) to be purchased to support this activity: Subs and morning meeting in the classrooms and morning meeting school wide community</p>
<p>If you have an <u>Instructional Coach</u>, describe in detail her duties and responsibilities</p>	<p>10. BUDGETS used to support this activity:</p> <p><u> </u> Title I <u> </u> SRCL <u> </u> IDEA</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>Professional Development Outside of PLCs</p> <ul style="list-style-type: none"> •Faculty meetings for parish and state-mandated trainings •Parish required PD days – Curriculum, Assessment, SpEd, AdvancED •After-school, before-school, and district sponsored professional development 	<p>10. BUDGETS used to support this activity:</p> <p><u> </u> Title I <input checked="" type="checkbox"/> GFF <u> </u> SRCL <input checked="" type="checkbox"/> Title II <u> </u> LA4</p>	<p>Item(s) to be purchased to support this activity: Instructional materials to support the PD PLC meetings once a month for coteaching and weekly planning</p>

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<ul style="list-style-type: none"> •New Teacher Meetings •Learning Walks •Grade-Level Meetings •Guaranteed Curriculum Review •Teacher Surveys •Co-Teaching Trainings/Meetings 	<ul style="list-style-type: none"> ___ IDEA ___ Title III ___ Bond Money ___ Other 	<p>time. School Leadership center</p>
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5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS: *See Attached District Plan.*

<p>6. PARENTAL INVOLVEMENT: 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>		
<ul style="list-style-type: none"> ◆ Describe how parents will be involved in the <ul style="list-style-type: none"> ○ Showcase Activities ○ Teachers completed an implementation map. The design mapped out the activities that lead up to the event. ◆ Teacher planning will take place in faculty meeting. ◆ Graded papers go home weekly for everyone Wednesday of each week. ◆ All parents are invited to SAT and IEP meetings. Parent conference are held and part of the TAT process is for the teacher to conference with the parent and inform them of their concerns. Parents serve on our SHINE committee and go out into our community and complete service activities. ◆ Teachers use their websites to post information about instruction for the week and assessments. ◆ Parents are a member on the IEP committee and SAT meetings. We encourage parents to be participant within the meetings. ◆ Parents are invited to attend our grade level showcase events for each grade level. ◆ We use teacher websites to communicate with parents. Also, newsletters and weekly assessments are sent home. 	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> ___ Title I <u> X </u> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other 	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>Paper PBS Works – Teacher Websites</p>

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<p>◆In compliance with Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school open house events, PTA meetings, and grade level showcase events.</p>	<p>10. BUDGETS used to support this activity: <input 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 strategy/activity: Backboards for student showcase</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 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: Printing supplies-GFF Postage-</p>

<p>7. TRANSITION: What activities are in planned to transition incoming and outgoing students at your school?. Be sure to list at least one for incoming and one for outgoing students.</p>		
<p>Incoming Students We review cum records and hold a parent conference.</p>	<p>10. BUDGETS used to support this activity: <input 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>Outgoing students Make sure that records are sent in a timely manner.</p>	<p>10. BUDGETS used to support this activity: <input 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</p>	<p>Item(s) to be purchased to support this activity:</p>

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8. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?		
<p><i>The fundamental question is what are the teachers expected to do with the data they have on their students:</i></p> <ul style="list-style-type: none"> • Teachers are expected to participate in Professional Learning Community (PLC) sessions and faculty meetings where data is discussed. • Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below). • Teachers are to use the data to develop lessons and interventions for at-risk students • Teachers are to Progress Monitor these students to ensure interventions/lessons are addressing student needs 	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> 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 materials</p>
<p>Identify various assessments used to assess student learning and to help inform instructional planning. EAGLE testing, DIBELS, Moby Math, IXL, beginning-mid-year-end of year assessments/checkpoints</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> 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>Paper and Software</p>
<p><i>Add additional assessment activities as needed.</i></p>	<p>Copy list from above for each activity described.</p>	

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<p>9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES: 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><u>Mental Health Providers</u>-(please adjust to fit your school's MHP plan) MHP: Due to the transient and often unstable environments that many of Bonne Ecole students experience, a Mental Health Provider will work with students for 20 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 at Bonne Ecole will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Bonne Ecole's administration 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>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 <u>X</u> IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u> We use Star Bucks to recognize students demonstrating positive behavior. Students use their Star Bucks to cash in for incentives at the end of each month. The last day of the month all students participate in a school wide pep rally. During school wide morning meeting, students are recognized by their teachers.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <u>X</u> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Pep Rally plan and team games Super Star Salute Certificates</p>

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<p><u>Instructional Program Enhancements</u> Paraprofessionals are used to provide students with support that have disabilities to be successful.</p>	<p>10. BUDGETS used to support this activity: ___ Title I ___ <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ <input checked="" type="checkbox"/> IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Para Schedules and Teachers Schedules to support students within the regular education classroom.</p>
<p><u>Tutoring Programs-Pull out</u> We monitor our kit tutoring program through weekly assessment, DIBELS, IXL, Moby Max, and teacher observations.</p>	<p>10. BUDGETS used to support this activity: ___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ <input checked="" type="checkbox"/> Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Software and DIBELS</p>
<p><u>Tutoring/Helping Hands-Push-in</u> Students are identify through our KIT program by monitoring grades every four weeks. At this time we have three students that are in our KIT tutoring program.</p>	<p>10. BUDGETS used to support this activity: ___ Title I ___ GFF ___ SRCL ___ <input checked="" type="checkbox"/> Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Tutors and instructional materials</p>
<p><u>Technology Resources and Personnel:</u> <u>General Technology</u> to increase student engagement: We use, Activboards, Votes, Expressions, ipads, computers, printers, laptops <u>Technology Interventions/Progress Monitoring</u> Fastforward – We use criteria that we created as a school Breakfast Club – Students are referred through TAT and SAT.</p>	<p>10. BUDGETS used to support this activity: ___ Title I ___ <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ <input checked="" type="checkbox"/> IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Fast-forward, IXL, and Moby Max</p>

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<p><u>Special Education Program Design</u></p> <p>Bonne Ecole is an inclusive school. We have students with disabilities in every classroom. The majority of our resource students are serviced in the regular ed classroom in a CoTeaching setting. The only pull out is in sixth grade for five students in ELA and Math. The achievement gap was large and the students need intensive instruction.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" 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:</p>
<p><u>Student Assistance Team (SAT):</u></p> <p>The SAT process works at Bonne Ecole to support teachers, students and families with any student concerns and provide research-based interventions, additional assistance, referrals, and screenings as needed to support the students' and teachers' needs.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" 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:</p>
<p><u>Classroom Size Reduction Teachers</u> (if applicable) N/A</p>	<p>10. BUDGETS used to support this activity:</p> <p><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><i>Add additional activities implemented to address students experiencing difficulties as needed.</i></p>		

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10. COORDINATION OF PROGRAMS		
<ul style="list-style-type: none"> •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 •Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program. •Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding. •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. •<i>Students in participating schools are entitled to attend 21st Century programs in the afternoons.</i> •<i>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.</i> 	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input checked="" 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 Material and ESL Para</p>

<u>11 HOW ARE PROGRAMS ASSESSED AT YOUR SCHOOL TO DETERMINE EFFECTIVENESS?</u>		
<p>The SIP committee meets once a month to discuss the effectiveness of interventions and programs that are in place.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" 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>School Wide Data</p>
<p><i>HOW</i> are the <i>results of this assessment REPORTED</i> to the stakeholders (<i>FACULTY AND PARENTS</i>)? Faculty and PLC Meetings, PTA Board and General Meetings</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Presentation designed by administration.</p>

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	<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	