

***Brock Elementary***  
***PreK – 5<sup>th</sup> Grade***  
***Rose Smith***  
**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**

<b><u><i>1a. Results of Comprehensive Needs Assessment</i></u></b>		<b><u><i>1a. Measures used to Determine School Needs:</i></u></b>
<b>STRENGTHS</b>		<b>DATA SOURCES</b>
Third grade math scores at 96.2 points are highest in the school	1	PARCC, Spring Test Scores 2014-2015
Kindergarten DIBELS scores have the lowest percentage of At Risk at 9%	2	DIBELS scores 2014-2015
The Whole School Hispanic and Limited English Proficient had the highest % proficient in math 85.6 and 90.0	3	PARCC Spring Test Scores 2014-2015
Third grade science (89.2 points) and social studies (75.9 points) have the highest index scores for the past year	4	CRT Index Scores iLEAP scores 2014-2015
98% of parents are “aware of my right to know about the qualifications of my child’s teacher”	5	Title I PI Survey Spring 2015

**CHALLENGES**

<b><u><i>1b. Results of Comprehensive Needs Assessment</i></u></b>		<b><u><i>1b. Measures used to Determine School Needs:</i></u></b>
<b>CHALLENGES</b>		<b>DATA SOURCES</b>
The number of suspensions has increased by 2% over the past three years	1	Jpams Discipline Data 2012-2015
Fourth and fifth grade math scores were lower than 60% proficient	2	PARCC Spring Test Scores 2014-2015
Students with Disabilities in fifth grade scored the lowest in ELA and math at 0 % proficient	3	PARCC Spring Test Scores 2014-2015
PI: 13% of parents attend all functions at school	4	Title I Parent Involvement Survey-Spring 2015
Behavioral: The number of students who are referred to the office and have discipline write ups	5	Behavioral Reports and Referrals from Jpams

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

**GOALS**

<b><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></b>
<b>GOALS</b>
1 By May 2016, the CRT Index score in science will increase from 70.3 to 77.
2 By May 2016, 80% of the students will score proficient on the State math test up from 66.4%
3 By May 2016, 50% of Students with Disabilities will score proficient on the state ELA test.
4 PI: 20% of parents will attend all functions at school as measured by event sign-in sheets.
5 Behavioral Students seen by MHP will show a decrease in discipline referrals as evidenced by jpams discipline data.

**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
- Instruction

**3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS:** Enter the percentage of your staff that is highly qualified 78%

- 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.

<b>4. PROFESSIONAL DEVELOPMENT:</b> Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p><b><i>PLC</i></b>-(be sure to mention personnel involved in this activity, i.e. Instructional Coach, substitutes, presenters, schedules etc.)            PLC meets <b>twice monthly</b> for grades K-5<sup>th</sup>:prek teachers meet twice monthly with Integration Specialists (<b>Rebecca Becnel and Tiffany Hillegass</b>) with substitutes provided for teachers. Ms. Smith also meets with teachers to discuss their short-term goals for students. Curriculum specialists, Instructional Coach, and interventionist may present at PLCs on curriculum. Teachers analyze SLT data and student short term assessments (DIBELS, iSTEOP, DAZE, teacher assessments, and fluency) to determine areas of</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input checked="" 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:            Substitutes salaries and benefits            iPads            Integration Specialists            Salaries and benefits</p>

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

<p>weaknesses that need to become areas of focus. Each grade level is focusing on the standards for their grade. They have determined what the students need to accomplish in math and ELA for their grade level.</p> <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>•Kindergarten is working on identifying letters and sounds, blending sounds, reading CVC and sight words, and letter formation</li> <li>•First grade students will be able to demonstrate proficiency in their writing skills with the ability to write a topic sentence, three supporting details and a concluding sentence demonstrating cohesiveness</li> <li>•Second grade students will write (opinion pieces, narrative, informative/explanatory) in which they introduce topic/book, supply reasons that support the topic using linking words and providing a sense of closure</li> <li>•Third grade will read with sufficient accuracy and fluency to support comprehension workstations/appropriate book choice</li> <li>•Fourth grade will focus on language and how it relates to literature</li> <li>•Fifth grade will read with sufficient accuracy and fluency to support comprehension workstations/appropriate book choice</li> <li>•Third, fourth, and fifth grade piloting Guide Book</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>•Kindergarten is working on number recognition and formation, counting 10 100, identifying shapes, and adding and subtracting fluently to 5</li> <li>•First grade students will be fluent in addition and subtraction to 20, be strategic problem solvers in dealing with first grade math curriculum, and translate word problems into number sentences</li> <li>•Second grade will solve 1 and 2 step word problems involving adding to, taking from,</li> </ul>		
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**Brock Elementary**  
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**Rose Smith**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>putting together, taking apart, and comparing with unknowns in all positions</p> <ul style="list-style-type: none"> <li>•Third grade will focus on multiplication and division fact fluency and constructed response in multiplication, division ,and multi-step problems</li> <li>•Fourth grade’s focus is multiplication of 2 digit by 2 digit numbers and constructed response in multiplication, division ,and multi-step problems</li> <li>•Fifth grade is focusing on fraction word problems, fraction equivalencies, and constructed response in multiplication, division ,and multi-step problems</li> </ul>		
<p><i>If you have an <b>Instructional Coach</b>, describe in detail her duties and responsibilities</i></p> <p>The Instructional Coach, Sharon Becnel, will provide instructional support through student centered coaching. She will also guide and support teachers to become instructional leaders. She will work with the school to strengthen the knowledge and application and instruction topics, e.g., CCSS, Guaranteed Curriculum, assessments, lesson, design and planning of the teachers. She will provide job-embedded professional development through coaching and faculty study groups that support the successful implementation of effective teaching focused on improving student learning. Mrs. Becnel will model lessons, providing follow-up and one-on-one assistance.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input checked="" 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 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> <li>•Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED</li> <li>•After-school, before school, and district sponsored professional development</li> <li>•Kindergarten Conference</li> <li>•BURST Training</li> <li>•Project Read Training</li> <li>•Teacher Leaders</li> <li>•Design Team</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input checked="" type="checkbox"/> SRCL  <input checked="" type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  Substitutes salary and benefits  Materials and supplies  Laminating film  Cardstock  Markers  Paper  Binders  Chart paper</p>

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

<ul style="list-style-type: none"> <li>•Math Professional Development</li> <li>•CCC</li> <li>•DIBELS Training</li> <li>•Parish-wide Professional Development for Math and ELA</li> <li>•Guide Book Training for ELA Teachers</li> </ul>		
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**5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:**

Brock attracts high quality teachers at Transfer Fair and Job Fair by setting-up a welcome table outside of the classroom where interviews are taking place. The table has the school’s name and theme for the current year as well as a laptop and candy for applicants. The laptop has a power point on it featuring the Brock and activities from the school year. Second interviews are conducted at the school for potential teachers. These applicants are given a tour of the school before or after the interview.

**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.

<ul style="list-style-type: none"> <li>◆ <i>Describe how parents will be involved in the odesign, oimplementation, and oevaluation of the ENTIRE TITLE I schoolwide program.</i></li> <li>◆ Parents from the Title I Parent Involvement Committee attended meetings in October, November, and December to discuss the design, implementation and evaluation of the Title I plan. The SIP will be placed on the school’s website for parents who did not attend meetings. Parents may share their opinions, concerns, and /or suggestions through emails, letters, and phone calls. Agendas and sign-in sheets are filed for documentation.</li> <li>◆ Parents assist in the implementation and planning of activities to encourage parental participation in school functions through the PTA in June 2016. Parents and community members help with various events at school such as Fall Fest, Santa’ Secret Shop, and Field Day.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> SRCL</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"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper</p>
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***Brock Elementary***  
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**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>◆ Parents will be involved in the Evaluation of school-wide programs by completing a ticket out the door evaluations at the conclusion of sessions – which will be filed for documentation. In addition, in May, parents will to be involved in the final Title I evaluation for the school year. Parent will be included in a meeting to review and comment on the evaluation prior to dissemination to faculty and staff.</p>		
<p>◆ <i>Include meeting dates for the: planning, implementation, and evaluation of the:</i></p> <ul style="list-style-type: none"> <li>○ Parent Involvement Policy/compact;</li> <li>○ PI Plan</li> <li>○ School Improvement Plan.</li> </ul> <p>Parent Involvement Policy/compact will be addressed and updated in March 2016 by the parents, teachers, and SIP team.</p> <p>PI plan will be written in March 2016. Parents, teachers, and SIP team will be involved in the writing of the PI Plan.</p> <p>The School Improvement Plan team will meet the first week of December 2015 to complete the writing of the SIP and make plans for the implementation of the SIP prior to dissemination to faculty and supervisors.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> SRCL</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p>Item(s) to be purchased to support this activity:</p>
<p>◆ <i>Describe how parents will receive timely information about the Title I program;</i></p> <p>◆ Parents will informed of the Title I programs via weekly newsletters from classroom teachers, ROBO calls home, school website, monthly Home and School Connection.</p> <p>◆ Parents are shown the Title I Informational DVD and given information about Brock’s Title I program at the Grade Level Parent Breakfasts in September.</p> <p>◆ Title I Informational DVD is on the school’s website.</p>	<p><b>10. 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"/> SRCL</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"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p>Item(s) to be purchased to support this activity: Home and School Connection</p>
<p>◆ <i>Describe how parents will be informed of the curriculum, assessments and proficiency levels students are expected to meet.</i></p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> </ul>	<p>Item(s) to be purchased to support this activity: Paper</p>

***Brock Elementary***

***PreK – 5<sup>th</sup> Grade***

***Rose Smith***

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

<p>Parental conferences, Interim reports, Report Cards, Grade Level Parent Breakfasts, Open House, Family Math and Literacy Nights, and assessment results data will be used to inform parents of curriculum assessments and proficiency levels students are expected to meet.</p>	<p>___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</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><u> X </u> 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:  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><u> X </u> Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other.</p>	<p>Item(s) to be purchased to support this activity:  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, scheduling nights, parent meetings, and other parent orientations.</p>	<p><b>10. BUDGETS</b> used to support this activity: ___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money <u> </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>◆ <b><i>Describe</i></b> how parents will be encouraged to participate in decision making opportunities about their child’s education.</p> <p>◆ Parent will be encouraged to participate in decision making opportunities by offering</p>	<p><b>10. BUDGETS</b> used to support this activity: <u> X </u> Title I ___ GFF ___ SRCL</p>	<p>Item(s) to be purchased to support this activity: Paper Toner for printing</p>

**Brock Elementary**  
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**Rose Smith**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>various meeting times, phone calls, written invitations and emails.</p> <p>◆ <i>List specific decision-making opportunities for parents.</i></p> <ul style="list-style-type: none"> <li>▪ SAT meetings</li> <li>▪ IEP meetings</li> <li>▪ Parent Conferences</li> <li>▪ Parent Committee Work</li> <li>▪ Comments about plans posted on school website</li> <li>▪ Parent Questionnaire</li> <li>▪ PTA</li> <li>▪ E-mails</li> </ul>	<ul style="list-style-type: none"> <li>___ Title II</li> <li>___ LA4</li> <li>___ IDEA</li> <li>___ Title III</li> <li>___ Bond Money</li> <li>___ Other</li> </ul>	
<p>◆ <b><i>Describe specific training activities (<u>at least all 6 from Title I Application PI Plan</u>)</i></b></p> <p>◆ Parent will be encouraged to participate in Parental Involvement Activities by offering various meeting times, refreshments will be served, coupons from sponsors in the community, and other incentives will be offered to get parents to attend and participate.</p> <p>Information will be posted on school’s website, ROBO calls made, and notices issued to students prior to each event to notify parents.</p> <p>◆ <b><i>Strategy I-Evening Activities</i></b></p> <p>◆ <b>Meet &amp; Greet</b> at the beginning of school.  Teachers provide parents with information about their child’s classroom and how they can help make the school year successful.</p> <p>◆ <b>Family Math Night</b> is held to share math strategies with parents and to share curriculum updates.</p> <p>◆ <b>Family Literacy Night</b> is held to share reading strategies with parents and to share curriculum updates.</p> <p>◆ <b>Art/Technology Night</b> is held to provide parents with websites and activities they can use at home.</p> <p>◆ <b>Strategy II – Morning Activities</b></p> <p>◆ <b>Parent/Student Breakfasts</b> are held for each</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><u>  X  </u> Title I</li> <li><u>  X  </u> GFF</li> <li>___ SRCL</li> <li>___ Title II</li> <li>___ LA4</li> <li>___ IDEA</li> <li>___ Title III</li> <li>___ Bond Money</li> <li><u>  X  </u> Other</li> </ul>	<p>Item(s) to be purchased to support this activity:</p> <p>List supplies  Candy and popcorn for activities  Postage  Card stock  Index cards  Laminating Film  Calendars for Prekindergarten and Kindergarten Summer Activities  Flyer for Fifth grade Students  Posters  Agendas  Paper</p>



***Brock Elementary***  
***PreK – 5<sup>th</sup> Grade***  
***Rose Smith***  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>grade level within the first month of school to give parents information about the curriculum and in testing grades to go over the format of the tests.</p> <p>◆ <b>Strategy III – During the school day</b></p> <p>◆ <b>Coffee Conversations (CC’s)</b> – are held quarterly to help parents stay updated and informed; express concerns.</p> <p>◆ <b>Strategy IV -</b></p> <p>◆ <b>Parental Conferences</b> will be held at least once a year to discuss concerns, progress, and curriculum</p>		
<p>◆ <i>List specific Home-School Communication strategies-</i></p> <p>◆ The school’s website, Home-School Connection, Nicky’s folders, school newsletters, ROBO calls, classroom newsletters, weekly grade papers, parent/teacher conferences, and students’ agendas are used to communicate with parents throughout the school year.</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 strategy/activity:</p> <p>Home-School Connection</p> <p>Nicky’s folders</p> <p>Paper</p> <p>Agendas</p>

<p><b>7. TRANSITION:</b> What activities are in planned to transition incoming and outgoing students at your school? Be sure to list <b><i>at least one</i></b> for incoming and one for outgoing students.</p>		
<p><b>Incoming Students</b></p> <p><b>Meet &amp; Greet</b> is held at the beginning of the school year. Teachers provide parents with information about their child’s classroom and how they can help make the school year successful.</p> <p><b>Pre-K &amp; Kindergarten parents’ meetings</b> are held so that parents may meet the teachers. Teachers may explain what will be expected of their child.</p> <p>Parents are also given paper work that needs to be completed for their child. The teachers help the parents with the paper work.</p> <p><b>Countdown to preschool activity calendars</b> are given to Pre-K parents at the end of the school year</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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Postage</p> <p>Paper</p> <p>Activity Calendars</p> <p>Flyers</p>

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

<p>so that the children may work on the calendars during the summer.</p> <p><b>Three-month calendars are given to kindergarten parents</b> for the children to work on during the summer to help with the transition to first grade.</p> <p><b>Parent/Student Breakfasts</b> are held for each grade level within the first month of school to give parents information about the curriculum and to go over testing information.</p> <p><b>Headstart walk-through</b> for potential students is held in May. The student(s) and the teacher visit Brock to see the classrooms, meet the kindergarten teachers, and tour the school so that they are familiar with the school for the next school year.</p> <p>Parents of new students will be invited to attend a <b>Coffee Conversation in January</b> to give parents information about the curriculum, testing, and school policy.</p>		
<p><b>Outgoing students</b>  <b>End-of-the-year programs for Pre-K, K and 5th grades are held in May.</b> Students in prekindergarten, kindergarten, and fifth grade show off what they have learned throughout the year with poems, songs, and skits.</p> <p>Students are recognized and given certificates.</p> <p><b>Fifth grade students go on a field trip to St. Tammany Jr. High school</b> in May. They are given a tour of the school and they meet some of the teachers and the principal.</p> <p><b>The St. Tammany Jr. High principal comes to Brock</b> to meet the students and talk to them about what is expected of them when they get to the Jr. High. The visit from the principal is in May.</p> <p><b>Flyers are sent out by St. Tammany Jr.</b> for</p>	<p><b>10. BUDGETS</b> used to support this activity:</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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  Flyers</p>

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

<p>students to try out for cheerleader or dance team.</p> <p>In the spring <b>St. Tammany sends out information for 5th grade students to schedule classes</b> for the following year.</p> <p><b>Informational flyers</b> for parents of students entering Jr. High are given at the end of the school year to help parents and students prepare for the transition to the Jr. High.</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, iSTEEP, and FastForWORD data is used to help teachers plan for instructional interventions.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input checked="" 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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Substitute salaries and benefits for PLCs</p> <p>iPads</p> <p>Paper</p> <p>Laminating Film</p> <p>Tag board</p> <p>Index Cards</p> <p>Binders</p> <p>Chart Paper</p>

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

<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 <u>Brock Elementary</u> students experience, a Mental Health Provider will work with students for <u>12</u> 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 (<u>Rose Smith</u>) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, <u>Rose Smith</u> 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 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:  MHP Salary and Benefits</p>
<p><b><u>Positive Behavior Support (PBS) or other Social Curriculum</u></b>  Brock uses the FISH Philosophy. The PBS committee meets once a month to go over behavior issues. The committee has monthly drawings for “Pink FISH Tickets” and quarterly activities for students who have exhibited appropriate behavior. Extra PE for students’ weekly positive behavior. We have an end of the year “Hero Party” for students who exhibited appropriate behavior throughout the entire school year. Mentoring program for students at risk (academic and/or behavior).</p>	<p><b>10. BUDGETS</b> 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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  Pink Tickets  Snacks for quarterly activities  Prizes for rewards</p>

**Brock Elementary**  
**PreK – 5<sup>th</sup> Grade**  
**Rose Smith**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>Terrific Kid monthly awards.</p> <p><b><u>Instructional Program Enhancements</u></b>  <i>Where applicable discuss how your <b>salaried Title I Teachers and Paraprofessionals(Include names)</b> are used to improve the academic performance of lower achieving students (do not include tech paras, CSR teacher or timesheet personnel)</i>  Two full time Title I paraprofessionals (Kaonta Simmons and Flora Vidrine) will work under the direction of the classroom teachers. Mrs. Simmons will work with third, fourth, and fifth grades teachers in ELA and Math. Mrs. Vidrine will work with kindergarten, first, and second grade in ELA and Math.</p> <p><i><b>Interventionist name and description goes here</b></i>  iSTEEP interventionist (Tracy O’Donnell) will work with fourth and fifth students identified as at risk. Mrs. O’Donnell pushes in the classes and pulls students out to work with them in small groups depending on the needs of the students.</p> <p>Interventionist, Rebecca Relle, works with the kindergarten, first, second, and third grades in DIBELS and BURST. She works with teachers to provide BURST to students identified as at-risk. She works with BURST groups too. Mrs. Relle helps with progress monitoring and DIBELS Benchmark testing.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input checked="" 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:  Salaries and benefits for:  K. Simmons  F. Vidrine  Tracy O’Donnell  Rebecca Relle</p>
<p><b><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u></b>  1-How students are identified  2-How students are progress monitored  3-How is the tutoring program evaluated</p> <p>Two timesheet Title I tutors, Sharon Thomas and Beverly Lott work with students using BURST or they work with students identified by the teachers who need extra help.</p> <p>After school tutoring in math and ELA for grades 3-5 will take place from January to April.</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:  Salaries and benefits for:  Beverly Lott  Sharon Thomas</p>

***Brock Elementary***  
***PreK – 5<sup>th</sup> Grade***  
***Rose Smith***  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>1-Students are identified using DIBELS, state test scores, and/or teacher recommendations.  2-DIBELS progress monitoring is every ten days through BURST. The after school tutoring program will progress monitor once a month.  3-The tutoring will be evaluated using DIBEL scores. The After school tutoring will be evaluated by SLT results.  4. Students identified for the Math tutoring program were identified using state test scores and teacher recommendation.</p>		
<p><b><u>Tutoring/Helping Hands-Push-in- Include names of timesheet personnel hired to do this program.</u></b></p> <p><i>1-How students are identified</i>  <i>2-How students are progress monitored</i>  <i>3-How is the tutoring program evaluated</i></p> <p>Two Helping Hands timesheet paras, Philip Hebert and Bruce Howard, work with fourth and fifth grade students under the direction of the classroom teacher in ELA and math.</p> <p>1-Students are identified using state test scores and teacher recommendation for fifth grade students. Students in fourth grade are identified using DIBELS scores from third grade and teacher recommendation.  2-Students are progress monitored weekly using 6 Minute Solutions in ELA and every two weeks in math using fluency multiply in multiplication and word problems.  3-Tutoring is evaluated by SLT results.</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>Salaries and benefits for:  Philip Hebert  Bruce Howard</p>
<p><b><u>Technology Resources and Personnel (include names):</u></b>  <b>Classroom teachers use the technology resources listed below to engage students in lessons.</b>  <b><u>General Technology</u></b> to increase engagement:  Activboards, ActiVotes, ActiExpressions, ipods, computers, printers, laptops  <b><u>Technology</u></b> to increase engagement:  Activboards, Votes, Expressions, ipods, computers, printers, laptops</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input checked="" 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</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</p>

**Brock Elementary**  
**PreK – 5<sup>th</sup> Grade**  
**Rose Smith**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>BURST, iSTEEP, BrainPOP, A.R., STAR, and EAGLE are used to improve reading comprehension and test scores.  <b>BrainPOP</b>-Intergraded technology lessons, quizzes are used to check for understanding or a quick assessment of whole class.</p>	<p><input checked="" type="checkbox"/> Other</p>	<p>upgrades. BrainPOP,</p>
<p><b><u>Technology Interventions/Progress Monitoring</u></b>  <i>List programs and describe how students are selected and monitored for each program listed.</i>  <b>BURST</b> Students are progress monitored every 10 days.  <b>AR Schoolwide</b> STAR is used to monitor student progression throughout the school year. AR is used in workstations and/or at specific times in the day set aside for all students to read and take AR test. Teachers use AR to help improve student reading and comprehension skills. Students who reach their goals each quarter are rewarded. The librarian and teachers make sure students checkout books on their reading level so that students can show improvement in reading.  <b>FastForWORD</b> is used with Special Education students and students who are in the SAT process.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input checked="" 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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  AR, STAR, BURST, iSTEEP</p>
<p><b><u>Special Education Subgroup Data</u></b>  SWD is one of Brock’s weaknesses. Scores in ELA show 23.1 % proficient and math had 23.1% proficient.  Third grade ELA 25.0% and Math 50%  Fourth grade ELA 66.7% and Math 33.3%  Fifth grade ELA 0% and Math 0%</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:</p>
<p><b><u>Special Education Program Design</u></b>  <i>Answers ranged from total Inclusion to total resource.</i>  We have a blended PreK classroom.  This year because of the number of students we have one full time resource teacher (Glenda</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 checked="" type="checkbox"/> Title II</p>	<p>Item(s) to be purchased to support this activity:  SPED paras salary and benefits</p>

***Brock Elementary***  
***PreK – 5<sup>th</sup> Grade***  
***Rose Smith***  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>Bibbins) to service K-2<sup>nd</sup> grade students. Paraprofessionals, Shawn Bezue and Marie Davillier work with kindergarten, first, and second grades in the special education and regular education setting when needed. We have a full time resource teacher (Marilyn Holliday) who teaches third, fourth and fifth grade ELA and math. A paraprofessional (Mrs. Teano) gives support to students in the regular third, fourth and fifth grades classes as well as helping in the resource room when needed. Brock has one Speech Therapist (Gloria Francis) who works with all grade levels.</p>	<p><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><b><i>Classroom Size Reduction Teachers</i></b> (if applicable)  Brock has a Title I second grade classroom teacher (Ashley Brister) to decrease the number of students per classroom. The teacher was placed in the second grade due to the number of students in second grade for the 2015-2016 school year. There would be 25 students in each of the second grade classes without Mrs. Brister. Each class including Mrs. Brister has 17 students. Second grade has the highest number of students in the grade that did not already have three teachers in the grade.</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:   Salaries and benefits for:  Ashley Brister</p>
<p><b><i>Curriculum Enhancements</i></b>  <i>Field trips, instructional materials and supplies not mentioned previously in SIP</i>  Teachers will implement the Common Core standards using the GC to ensure students are prepared for testing and the next grade level. Scholastic News, materials needed for instructional lessons from GC, and work stations</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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  Laminating Film  Tag Board  Index Cards  Binders  Chart Paper  Bulletin Board Paper  Sentence Strips  Poster Boards  Folders  Glue Sticks  Tissue Paper  Paper  Practice Materials  Scholastic News</p>



**Brock Elementary**  
**PreK – 5<sup>th</sup> Grade**  
**Rose Smith**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<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> <li>•Students in participating schools are entitled to attend 21<sup>st</sup> Century programs in the afternoons.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money  <u> X </u> Other</p>	<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:  <u><b>For each section below , be sure to include:</b></u></p> <ul style="list-style-type: none"> <li>◆ <i>what data will be collected,</i></li> <li>◆ <i>who is responsible for collecting the data,</i></li> <li>◆ <i>when will it be collected,</i></li> <li>◆ <i>how will it be manipulated and</i></li> <li>◆ <i>who will write the final report.</i></li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u> X </u> Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money  <u> X </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b>Overall</b>-The school's performance on standardized test scores/ DIBELs scores is discussed and analyzed by the committee as well as teachers at PLC meetings. The persons responsible for collecting the data, manipulating,</p>		

***Brock Elementary***  
***PreK – 5<sup>th</sup> Grade***  
***Rose Smith***  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>and writing the final report will be the Title I Committee.</p>		
<p><b><u>Tutoring programs-</u></b>  <b>Data to be collected, responsible person, timeline for collection, process for calculation</b>  <b>The data to be collected is as follows:</b></p> <ul style="list-style-type: none"> <li>◆ The evaluation of the Tutoring program will be the responsibility of the Title I Committee.</li> <li>◆ The data will be collected by Paula Gatte in May when the final Benchmarks and after the SLTs are given.</li> <li>◆ The Title I Committee will be responsible for manipulating data to show students have improved from the beginning of the school year and writing the final report.</li> <li>◆ For each student participating in the tutoring program, the tutor will be required to keep a spreadsheet with BOY, MOY and EOY SLT info on each student for the subject area being tutored.</li> <li>◆ Students meeting their learning target will be considered successful and given a “1”. Those not reaching their target will get a “0”.</li> <li>◆ A percentage of successful students will be determined for each tutoring program.</li> <li>◆ Programs will be considered successful if 80% of the students meet their SLT.</li> <li>◆ The Committee will meet in April and May to review data and to report finding to staff and parents</li> </ul>	<p>10. BUDGETS used to support this activity:</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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>Helping Hands Program</u></b>  <b>Data to be collected, responsible person, timeline for collection, process for calculation</b></p> <ul style="list-style-type: none"> <li>◆ The evaluation of the Helping Hands program will be the responsibility of the Title I Committee.</li> <li>◆ The data will be collected by Paula Gatte in May when the final Benchmarks and after the SLTs are given.</li> <li>◆ The Title I Committee will be responsible for manipulating data to show students have</li> </ul>	<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 type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	

***Brock Elementary***  
***PreK – 5<sup>th</sup> Grade***  
***Rose Smith***  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>improved from the beginning of the school year and writing the final report.</p> <ul style="list-style-type: none"> <li>◆ For each student participating in the helping hands program, the classroom teacher will be required to keep a spreadsheet with BOY, MOY and EOY SLT info on each student for the subject area assisted by the helping hands personnel.</li> <li>◆ Students meeting their learning target will be considered successful and given a “1”. Those not reaching their target will get a “0”.</li> <li>◆ A percentage of successful students will be determined for each tutoring program.</li> <li>◆ Programs will be considered successful if 80% of the students meet their SLT.</li> <li>◆ The Committee will meet in April and May to review data and to report finding to staff and parents</li> </ul>		
<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>● The day after the event the Parenting committee will meet to evaluate the tickets-out-the-door</li> <li>● Parenting committee will evaluate attendance numbers at events to see what time/topics draw the largest groups of parents the day after the event</li> <li>● The Title I School Committee and/or the Title I Parenting Committee will review the Title I Parent Survey results as soon as we get the results</li> <li>● The Title I Parenting Committee will review the NNPS plan and survey information</li> <li>● All of the results from the Parental Involvement activities will be reported to the faculty, staff and parents through the use of our website and meetings</li> <li>● The evaluation of Parental Involvement will be the responsibility of the Title I Committee/Parental Involvement</li> </ul>	<p>10. BUDGETS used to support this activity:</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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

***Brock Elementary***  
***PreK – 5<sup>th</sup> Grade***  
***Rose Smith***  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>Committee.</p> <ul style="list-style-type: none"> <li>• The data will be collected by the Parental Involvement Committee in May. The Title I/Parental Involvement Committees will be responsible for showing improved participation from parents throughout the school year. Sign-in sheets will be used to collect data on the number of parents who attend events. We will compare to last year’s numbers to this year’s number for similar events. The Parental Involvement committee will write the final report.</li> <li>• The Committee will meet in April and May to review data and to report finding to staff and parents.</li> </ul>		
<p><b><u>MHP Evaluation Form</u></b>  <b>Data to be collected, responsible person, timeline for collection, process for calculation.</b></p> <ul style="list-style-type: none"> <li>• the goal of the MHP is to decrease referrals and time out of classrooms and show academic improvement</li> <li>• The MHP will complete the STPSB 2015-2016 Outcomes Measures for Mental Health Providers at the end of each 9 week period and give it to Ms. Gatte no later than 1 day after the end of the nine week period.</li> <li>• Student can earn up to two points, 1 for improved academic performance and 1 for decrease in referrals as year progresses.</li> <li>• The total number of points are tallied and divided by two times the number of students to get the percent success.</li> <li>• Programs will be considered successful if the program has an 80% success rate.</li> </ul>	<p>10. BUDGETS 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><u>Professional Development</u></b>  <b>Data to be collected, responsible person, timeline for collection, process for calculation</b>  <i>Minutes from all meetings should be taken and filed so a formal evaluation report can be written.</i></p>	<p>10. BUDGETS used to support this activity:</p> <p><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:</p>

***Brock Elementary***  
***PreK – 5<sup>th</sup> Grade***  
***Rose Smith***  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p><i>All meetings must have agendas and sign-in sheets.</i></p> <p>The professional development program will be evaluated using SLT data. All teachers participating in the PD program will be required to keep a spreadsheet with each student listed comparing student beginning or MOY benchmark testing with EOY benchmark testing. Students meeting their learning target will be considered successful and given a “1”. Those not reaching their target will get a “0”. A percentage of successful students will be determined for each teacher. These spreadsheets will be submitted to the AP who will enter the % success for each teacher on her spreadsheet. Teachers with an 80% success rate will be given a “1” and the other will receive a “0”. 85% of the teachers are expected to meet the target set for evaluating the PD program.</p> <p>The Committee will meet in April and May to review data and to report finding to staff and parents.</p>	<p>___ LA4          ___ IDEA          ___ Title III          ___ Bond Money  <u>X</u> Other</p>	
<p><b><u>HOW</u></b> are the <b><u>results of the assessment REPORTED</u></b> to the <b><u>FACULTY</u></b>?</p> <p>The results of the evaluation will be reported at faculty meetings to the teachers and staff by Ms. Smith in August and May.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u>X</u> Title I  <u>X</u> GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money  <u>X</u> Other</p>	<p>Item(s) to be purchased to support this activity:          Items listed above for events</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>The Title I Committee will gather all information and share the results of the evaluation with faculty and parents through the school website, school newsletter, and as mentioned above at the first parent event of the year when the Title I DVD is shown to the parents.</p> <p>The information will be reported by Rose Smith in August.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u>X</u> Title I  <u>X</u> GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money  <u>X</u> Other</p>	<p>Item(s) to be purchased to support this activity:          Items listed above for events</p>