

**Carolyn Park Middle School**  
**Grades 4-6**  
**Patrick Mallory**  
**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>
Hispanic subgroup increased by 21.4% in ELA over the past year.	1	PARCC Spring 2015
Hispanic subgroup increased by 11.4% in MATH over the past year	2	PARCC Spring 2015
Whole school Grade 6 ELA has maintained at least 70% proficiency over the past 3 years.	3	LEAP Spring 2013,2014; PARCC Spring 2015
Suspension rates have decreased over the past year by 14.1% for the whole school	4	Suspension data Spring 2015
Suspension rates have decreased over the past two years by 10.8% for the fifth grade.	5	Suspension data Spring 2014, 2015
Social Studies for Grade 5 has increased by 8.9% over the past year.	6	CRT Index for Spring 2015
Science for Grade 4 has increased by 3.3% over the past year.	7	CRT Index for 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>
Achievement Gap in ELA for the Black subgroup has increased by 6.9% over the past two years from 13.1 to 20.0.	1	Proficient Trend Data Spring 2014, 2015
Achievement Gap in MATH for the Black Subgroup has increased by 9.3% over the past two years from 10.2 to 19.5.	2	Proficient Trend Data Spring 2014, 2015
White subgroup whole school in ELA has decreased by 9.7% over the past two years from 77% to 67.3%.	3	Leap Spring 2013, 2014; PARCC 2015
PI- Only 73% of parents are aware of how the Title I program at our school works.	4	Title I survey, 2015
Behavioral- 51% of the Students currently working with an MHP had no decrease in the suspension rate over the past year.	5	Data analysis –Discipline Data from JPAMS, 2014, 2015

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**GOALS**

<b><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></b>
<b>GOALS</b>
1 By May 2016, increase whole school index in ELA 74.5 to 77.0 on state assessment.
2 By May 2016, decrease the Achievement Gap for the black subgroup in ELA from 20.0 to 15.0.
3 By May 2016 increase whole school index in Math 66.0 to 70.0 on state assessment
4 PI- By May 2016, increase the overall parent awareness of the Title I program and opportunities for evaluation from 73% to 80% as evidenced by the Title I survey.
5 Behavioral- By May 2016, 69% of the students currently working with an MHP will demonstrate reduced suspension rates.

**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 \_\_\_\_\_96%\_\_\_\_\_

- 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.		
PLC groups are held weekly by grade level and subject matter. All academic teachers attend these PLC meetings and collaborate as a group. Administration monitors and co-facilitates these weekly meetings. The Instructional Coach will also contribute to these PLC meetings on her scheduled rotation. Pull-out teachers and substitutes are used to instruct students while teachers are in attendance at the PLC meeting.	<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	Item(s) to be purchased to support this activity: Salary and benefits for Deborah Coronato Substitute salaries and benefits Poster maker paper and ink Make and take resources

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	<input type="checkbox"/> Bond Money <input type="checkbox"/> Other	– bulletin board paper, markers, highlighters, tag board, post it notes, tape, staples Copy paper and toner Printer ink and toner
The duties and responsibilities of the <b>Instructional Coach</b> , Deborah Coronato, is to assist teachers in making data-driven decisions by collecting documentation and conducting classroom observations, mentoring teachers, modeling lessons with follow-up and one-on-one assistance to implement and sustain effective instructional strategies. She also provides PLC instruction job-embedded professional development, modeling for teachers, appropriate research-based literacy strategies through coaching and support of the implementation of the instructional strategies used by classroom teachers.	<b>10. BUDGETS</b> used to support this activity: <input checked="" type="checkbox"/> Title I	Item(s) to be purchased to support this activity: Salary and Benefits for this teacher.  Salary and Benefits for Deborah Coronato.
Professional Development Outside of PLC <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 (Project Read, Math Curriculum)</li> <li>•Summer Faculty Retreat</li> </ul>	<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	Item(s) to be purchased to support this activity: Substitute salary and benefits Refreshments for PD Copy paper/colored paper Toner cartridges for printer and copier Poster maker paper and ink

**5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:**

During the annual St. Tammany Parish job fair administration will attract **High Quality Teachers** by inviting potential candidates to a second interview to the school campus. The potential candidates will have the opportunity to walk the school grounds, meet fellow faculty members, and participate in a meeting with the administration to have questions and school climate addressed.

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<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> and <b>implementation</b> of the parent plan through attendance at the Parental Involvement Committee meeting in the spring where the plan is reviewed and revised. The Title I plan is available on our website along with links to the Title I Parental Involvement PowerPoint, the NCLB &amp; Title I: What Parents Need to Know PowerPoint and the Title I Parent &amp; Family Involvement Policy. Agendas and sign-in sheets are filed for documentation.  <b>Evaluations</b> include: tickets out the door and surveys.</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 type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Teacher Web  Student Agendas  Postage  Post Cards  Colored Paper  Envelopes  Nutrition Nuggets  Math &amp; Science  Connection  Recipes for Success  Home &amp; School  Connection</p>
<p>Meeting for the planning, implementation and evaluation of the <b>Parent Involvement Policy, Parent Involvement Plan</b> and the <b>School Improvement Plan</b> is held in the Fall and in the Spring. All the plans are reviewed and revised at these meeting. Agendas and sign-in sheets are on file for documentation.</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 type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Teacher Web  Student Agendas  Postage  Post Cards  Colored Paper  Envelopes  Nutrition Nuggets  Math &amp; Science  Connection  Recipes for Success  Home &amp; School  Connection</p>
<p>Parents <b>receive timely information</b> about the <b>Title I program</b> at our Title I parental involvement activities, Title I Parent/Student compacts, monthly newsletters and flyers. The school website contains links to the Title I Parental Involvement PowerPoint, the NCLB &amp; Title I: What Parents Need to Know PowerPoint and the Title I Parent &amp; Family Involvement Policy.</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 type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Postage/postcards  Brochures and pamphlets on parenting skills  Copy paper/colored paper  Toner cartridges for printers and copier  postage</p>

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<p>Parents are <b>informed of the curriculum, assessments and proficiency levels of students</b> by weekly papers sent home each Thursday which reflect both academic and behavior progress. Parent/teacher conferences are held throughout the school year on an as needed basis. Grades are posted on JPAMS in a timely manner and are accessible to the parent through the website. Parents will be notified by mail at the end of the 1<sup>st</sup> semester and the end of the 3<sup>rd</sup> quarter if their child is in danger of failing for the year. Parents are notified by mail at the end of the school year if their child has failed for the year.</p> <p>Parents are encouraged to participate in decision making opportunities about their child's education by attending SAT meetings, IEP meetings, parent conferences, attending PTA meetings, serving as a parent representative on a committee, council or advisory group.</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>Eagle Eye envelopes  Envelopes  Copy paper/colored paper  Toner cartridges for printers and copier  postage</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><b>NNPS</b>-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</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Postage/postcards</p>

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<p>the curriculum. This information will be provided to parents at school open house events, scheduling nights, parent meetings, and other parent orientations.</p>	<p><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>Copy paper/colored paper  Toner cartridges for printers and copier  Brochures and pamphlets on parenting skills. Homework help, etc.</p>
<p>Parents are encouraged to participate in decision making opportunities about their child's education through phone call, email or written invitation to attend SAT meetings, IEP meetings, parent conferences, attending PTA meetings, serving as a parent representative on a committee, council or advisory group.</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 type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  Postage  Copier paper/colored paper  Toner cartridges for copier and printers</p>
<p><b><u>Title I Application PI Plan</u></b>  <b>1.Walk in the Park (August)</b> – to inform the parents of the expectations &amp; basic rules at the school for the new year. Explanation of what Title I is and outline our plan for the year. Introduction of the PBIS plan for the year.  <b>2.Reading &amp; Technology Night (September)</b> – to inform parents of each grade level expectations for the year. To give parents reading strategies and helpful homework websites. To explain JPAMS and our Title I program.  <b>3.Mad Math &amp; Science Night (October)</b> – to inform parents of math strategies to help students perform better. To show parents fun experiments that can be done at home with the students.</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:  Copy paper  Colored copy paper  Toner &amp; ink  Poster maker paper  Poster maker ink  Lemonade / Kool-Aid  Cups / Paper products  Popcorn  Ice Cream &amp; Toppings  Freezie Pops  Bottled Water  Hot Dogs/buns/chips  Snoballs  Science experiment supplies  Student reading materials (novels)</p>

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<p>4. <b>Ride the Literacy Express (December)</b> – to inform parents of reading strategies and test taking tips. To update parents on our Title I plan.</p> <p>5. <b>Loving Math (February)</b> – To inform parent of math strategies and test taking tips. To update parents on our Title I programs.</p> <p>6. <b>Quiz Bowl (March)</b> – To inform parents of reading and math strategies to help with academics at home. To show how these strategies will work with all subjects being studied at home.</p>		
<p><b>Home-School Communication strategies-</b></p> <p>Parents are encouraged to communicate with teachers and staff members through websites, email, phone calls, student agendas and weekly <b>Eagle Eye envelopes</b></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 type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this strategy/activity:  <b>TEACHERWEB</b>          Envelopes for printing          Student 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>at least one</b> for incoming and one for outgoing students.</p>		
<p><b>Incoming Students</b> (April or May) – 3<sup>rd</sup> grade students from Bayou Woods walk over and have a picnic lunch with the current 4<sup>th</sup> graders. Third grade students are introduced to the teachers, administration and some staff members. They then take a tour of the school led by student leaders.</p> <p>New students and parents are offered a tour of the school at the time of registration.</p>	<p><b>10. BUDGETS</b> 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 type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:          Freezie pops          Copy paper/colored paper          Toner cartridges for printers and copiers</p>
<p><b>Outgoing students</b> (April or May) – 6<sup>th</sup> grade students are introduced to the administration and some coaches from Slidell Junior High at an</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p>	<p>Item(s) to be purchased to support this activity:          Copy paper/colored</p>

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<p>assembly at Carolyn Park. They are invited to attend a “Tiger Fest” to tour the school and meet teachers and see the extra-curricular activities available to them. They are able to tour the school and see the many opportunities that are ahead for them.</p>	<p><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>paper  Toner cartridges for printers and copiers</p>
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<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 using STAR reading and MATH</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 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 substitutes  Salary and benefits for Debbie Coronato  Copy paper/colored paper  Toner for printers and copiers  License for STAR math and Reading</p>
<p>Teachers are expected to use previous state assessments, benchmark testing, readiness assessments, EAGLE, data from STAR Math and Reading assessments to group students, develop lessons and provide interventions for at-risk students and to guide student learning.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> X Title I  <input type="checkbox"/> X 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>License for STAR Math and Reading Assessments</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>  <b>MHP:</b> Due to the transient and often unstable environments that many of Carolyn Park Middle School 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 Patrick Mallory will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Patrick Mallory 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>  <b>PBIS</b> is a process that is individualized to meet the needs of our school and students. The emphasis is on continuous data driven improvement based on JPAMS reports. Students are taught how to behave and how to make positive choices. The faculty and staff provide incentives for all students to excel. It is a proactive, positive approach to discipline that is adaptable and can be used in all grade levels.</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:  Donuts  Chips  Capri Sun juice drinks  Fruit snacks  Freezie pops  Pizza  Ice cream and toppings  Colored paper  Tickets to sporting events</p>

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<p><b><u>Instructional Program Enhancements</u></b></p> <p><b>Chrysti Whittington</b> is the paraprofessional used to improve the academic performance of lower achieving students. She provides small group and individual assistance in the computer lab during STAR reading and Math testing, class research, and provides trouble shooting as necessary.</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:  Salary and benefits for Chrysti Whittington</p>
<p><b><u>Tutoring Programs</u></b></p> <p><b>My Reading Coach</b> – students are <b>identified</b> by low state test scores in reading comprehension. Each student begins with a placement test which identifies gaps in the student’s abilities and determines their competency levels. <b>Progress monitoring</b> within the program is done with review tests that ensure the student is retaining the information previously learned. The program is <b>evaluated</b> by the end of the year progress reports and by the number of students who graduate from the program during the school year.</p> <p><b>Eagle Hour</b>-After school Math and ELA PARCC geared tutoring program with transportation. The program consists of 3 teachers assisting students 90 minutes per day, 3 days a week. To be eligible for Eagle Hour, students must have scored basic or below on any section of the spring state assessment or currently have a failing grade and teacher recommendation. Students must want to participate in the program, have a positive attitude and have no behavior issues while in the program. Progress monitoring is done every 4 weeks using STAR reading and a math CBA.</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:  Salary and benefits for Valerie Powery  Glenda Evans  Chera Pickett  Essie O’Neill</p> <p>Salaries and benefits for teachers, bus drivers and operational expenses for buses.  Workbooks – Sadlier  Let’s Target  Comprehension  Work books - Sadlier  Standards Based  Progress for ELA &amp;  Math</p>

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<p><b><u>Tutoring/Helping Hands-Push-in</u></b></p> <p><b>Helping Hands Tutors, Title I Tutor, Title I Instructional Aide</b> – students are <b>identified</b> by low ELA and Math scores on state assessments, benchmark tests and by teacher observation of struggling students. Students are <b>progress monitored</b> using mid-year STAR reading and math assessments, mid-year benchmarks, grades and end of year state wide assessments. The tutors work with small groups of struggling students on a daily basis in ELA &amp; Math. The program is <b>evaluated</b> by the increased scores on STAR reading and math, report card grades and increased scores on statewide assessments.</p> <p><b>ESL tutor</b> – students are identified by ESL survey and testing done by the ESL tutor. The ESL tutor works individually and in small groups with the identified ESL students weekly.</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 tutors and Title I instructional Aide</p> <p>Chera Pickett  Essie O’Neill  Glenda Evans</p> <p>Salary and benefits for district paid ESL Tutor</p>
<p><b><u>Technology Resources and Personnel:</u></b></p> <p><b><u>General Technology</u></b> to increase engagement: Activboards, Votes, Expressions, ipods, computers, printers, laptops, MRC, computer labs, STAR reading and math, document cameras, projectors.</p> <p><b>Robotics Club</b> – (held afterschool) students will design, build and program robots, apply real-world math and science concepts and learn critical thinking, team-building and presentation skills.</p> <p><b>Chrysti Whittington</b> – Title I Computer Lab para – provides small group and individual assistance in the computer lab during STAR Reading and Math testing, class research and provides trouble shooting as necessary.</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 type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Computers, monitors, activboards and installation, projectors, document cameras, votes, expressions, ipods, ipads, toners printers, replacement bulbs, and RAM for upgrades and materials and technology for Robotics Club</p> <p>Salary and benefits for Chrysti Whittington</p>
<p><b><u>Technology Interventions/Progress Monitoring</u></b></p> <p>Students are tested at least 3 times per year using <b>Star Reading and Math</b>.</p> <p>Moby max is used by all students to increase academic performance.</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</p>	<p>Item(s) to be purchased to support this activity:</p> <p>AR/STAR  Moby Max</p>

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	<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	
<p><b><u>Special Education Subgroup Data</u></b>  <b>SWD whole school-35.1% proficient-ELA</b>  <b>SWD whole school-35.7% proficient -MATH</b>  <b>SWD grade 4- 30.0% proficient -ELA</b>  <b>SWD grade 4-30.0% proficient MATH</b>  <b>SWD grade 5-38.5% proficient ELA</b>  <b>SWD grade 5-38.5% proficient MATH</b>  <b>SWD grade 6-36.4% proficient ELA</b>  <b>SWD grade 6-40.0% proficient MATH</b></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>  2 MAE-to serve emotionally disturbed students  2 RNC-to serve students on the autism spectrum or sensory issues  1 <b>Resource</b>-to serve students that have specific academic needs with inclusion provided for some academic classes.  1 <b>Inclusion</b>-to serve students in the regular education setting that need specific academic support.  1 <b>Mild/Moderate</b>-to serve students that need academic support in a more restrictive environment outside of the regular class setting.</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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  RAPS 360  My Reading Coach  Moby Max  Salaried Benefits for personnel</p>
<p><b><u>Classroom Size Reduction Teachers</u></b>  <b>Title I- 4<sup>th</sup> grade WIN class</b> – without this additional classroom our 4<sup>th</sup> grade classrooms would be 25:1. 4<sup>th</sup> grade has been traditionally the high stakes testing year. Larger class sizes would result in an increased number of students not passing the minimum standards on the state assessment.  Classroom assessments, benchmark testing, PLC strategy lessons and state assessments will be used to assess the cusses of the reduced classroom size.    <b>Linda McLain</b> – Title I WIN teacher provides classroom sized reduction to lower the</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:  Salary and benefits for Linda McLain</p>

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<p>teacher/pupil ratio which will allow students better interaction with their teacher, as well as increased differentiation of instruction resulting in increased academic achievement.</p>		
<p><b><u>Curriculum Enhancements</u></b></p> <p>Weekly Ready/Scholastic News          Brain Pop          Additional books for the library          Novels for the classrooms          Math Engagment materials          Magazine subscriptions for the library</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:</p> <p>Laminating Film          Poster paper &amp; ink          Bulletin Board Paper          Sheet Protectors          Dry Erase markers          Yearly subscriptions          Library books          BRAINPOP subscription          Novels          Weekly Reader and Scholastic News</p>

<p><b>10. COORDINATION OF PROGRAMS</b></p>		
<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> </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 checked="" type="checkbox"/> IDEA  <input checked="" 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> <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>

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<b><u>11. HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?</u></b>		
<p>The Title I Committee meets and discusses all of the following:  <b>Overall</b>-The school’s performance on standardized test scores will be analyzed by teachers during PLC. The results of the data analysis will be reported to the committee and the faculty and staff at a faculty meeting. All meetings will have an agenda and sign in sheet.</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 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>Tutoring programs-</u></b>  <b>Helping Hands Tutors, Title I Tutor, Title I Instructional Aide</b> – students are <b>identified</b> by low ELA and Math scores on state assessments, benchmark tests and by teacher observation of struggling students. Students are <b>progress monitored</b> using mid-year STAR reading and math assessments, mid-year benchmarks, grades and end of year state wide assessments. The tutors work with small groups of struggling students on a daily basis in ELA &amp; Math. The program is <b>evaluated</b> by the increased scores on STAR reading and math, report card grades and increased scores on statewide assessments. Students who show increased scores and grades will be rated a 1 and students who don’t will be rated a 0. The goal is for 70% of students to score 1.</p> <p><b>ESL tutor</b> – students are identified by ESL survey and testing done by the ESL tutor. The ESL tutor works individually and in small groups with the identified ESL students weekly.</p> <p><b>My Reading Coach</b> – students are <b>identified</b> by low state test scores in reading comprehension. Each student begins with a placement test which identifies gaps in the student’s abilities and determines their competency levels. <b>Progress monitoring</b> within the program is done with review</p>		<p>Salary and benefits            Glenda Evans            Chera Pickett            Essie O’Neill            Valerie Powery</p>

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<p>tests that ensure the student is retaining the information previously learns. The program is <b>evaluated</b> by the end of the year progress reports and by the number of students who graduate from the program during the school year. Students who show increased scores and grades will be rated a 1 and students who don't will be rated a 0. The goal is for 70% of students to score 1.</p> <p>The TRT will compile a report at the end of the year.</p>		
<p><b><u>Eagle Hour</u></b>          After school Math and ELA PARCC geared tutoring program with transportation.          The program consists of 3 teachers assisting students 90 minutes per day, 3 days a week. To be eligible for Eagle Hour, students must have scored basic or below on any section of the spring state assessment or currently have a failing grade and teacher recommendation. Students must want to participate in the program, have a positive attitude and have no behavior issues while in the program. Progress monitoring is done every 4 weeks using STAR reading and a math CBA. The final evaluation will consist of comparing entry STAR reading and math scores with exiting scores. Students who show increased scores will be rated a 1 and students who don't will be rated a 0. The goal is for 70% of students to score 1.</p> <p>The TRT will compile a report at the end of the year.</p>		<p>Salary and benefits          Faith Mitternacht          Caroline May          Cynthia Laine          Heather White          Sena Ranatza</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>•The Title I School Committee needs to meet to evaluate tickets-out-the door for events</li> <li>•The Title I School committee needs to evaluate attendance numbers at events to see what time/topics draw the largest groups of parents</li> </ul>		<p>Envelopes          Copy paper/colored paper          Toner cartridges for printers and copier          postage</p>

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<ul style="list-style-type: none"> <li>•The Title I School Committee reviews the Title I Parent Survey results</li> <li>•Review the NNPS plan and survey information</li> <li>•The TRT will compile a report at the end of the year.</li> </ul>		
<p><b><u>MHP Evaluation Form</u></b>  <b>Data to be collected, responsible person, timeline for collection, process for calculation</b>  MHPs track students seen regularly for grades and discipline referrals and will review data to determine student progress in those areas. Effectiveness should be based on passing grades in subjects and a reduced number of discipline referrals. A report is submitted, by the MHP' at the end of the 1st and 3rd quarters – tracking the number of discipline referrals, English and math grades for students. Students who show increased grades and reduced referrals will be rated a 1 and students who don't will be rated a 0. The goal is for 70% of students to score 1. The TRT is writing the report at the end of the third quarter.</p>		Salaries and benefits Claudia Gorden
<p><b><u>Professional Development</u></b>  <b>PLC success will be measured by achievement of the PLC goals, student progress and achievement results. SYNC team will be held weekly to discuss student progress. The TRT will compile a report at the end of the year.</b></p>		
<p><b><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>FACULTY</u>?</b>  The results of the 2015-2016 Title I program and the plan for the new year will be presented to the faculty and staff at faculty meetings in May. Funds will be spent for the 2016-2017 school year based on successes of previous programs. The Title I committee and school administration are responsible for presenting this to teachers Mr. Mallory will present to the faculty through usage of a PowerPoint in May.</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:</p> <p>Copy paper/colored paper  Toner cartridges for printers and copier  Cookies  Lemonade</p>



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<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 results of the 2015-2016 Title I program and the plan for the new year will be reported to parents at open house in August. Funds will be spent for the 2016-2017 school year based on successes of previous programs. The Title I committee and school administration are responsible for presenting this to teachers and parents.</p> <p>Mr. Mallory will present to the parents through usage of a PowerPoint in August.</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:</p> <p>Copy paper/colored paper  Toner cartridges for printers and copier  Cookies  Lemonade</p>
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