

Chahta-Ima Elementary
Pre-K through 3rd
Gary Marlborough
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

1. COMPREHENSIVE NEEDS ASSESSMENT

STRENGTHS

<u><i>1a. Results of Comprehensive Needs Assessment</i></u>		<u><i>1a. Measures used to Determine School Needs:</i></u>
STRENGTHS		DATA SOURCES
Kindergarten has the lowest % of at risk in Spring benchmark. Kindergarten has the highest % of students at benchmark in Spring.	1	DIBELS, Fall 2012 – Fall 2015
White subgroup has been the highest performing subgroup in ELA and math for all reported years.	2	iLEAP Trend Data, Spring 2013 – Spring 2015
The economically disadvantaged subgroup shows a decreasing trend in the achievement gap in math and ELA when compared to the white subgroup with the following differences: Math; 2013-14 – 13.2 (decrease of 0.8), 2014-15 – 8.6 (decrease of 4.6). ELA 2013-14 – 9.6 (decrease of 2.4), 2014-15 – 1.5 (decrease of 8.1).	3	iLEAP Trend Data, Spring 2013 – Spring 2015
97% of the parents consider teacher response time to be favorable.		Title I Parent surveys, Spring 2015

CHALLENGES

<u><i>1b. Results of Comprehensive Needs Assessment</i></u>		<u><i>1b. Measures used to Determine School Needs:</i></u>
CHALLENGES		DATA SOURCES
1st grade has the highest % of students not performing at benchmark (40% not at benchmark). Kindergarten had 39% of students not performing at benchmark (average over all years).	1	DIBELS Fall 2012 – Fall 2015
Math is in decline in all subgroup areas with the largest decline in the students with disabilities subgroup with a 43.2% decline in percent proficiency.	2	iLEAP Trend Data, Spring 2013 – Spring 2015
Although the math achievement gap for the economically disadvantaged subgroup is decreasing (by 10.5 over 2 years), the highest performing subgroup performance has decreased as well (by 21.0 over 2 years).	3	iLEAP Trend Data, Spring 2013 – Spring 2015
ELA is in decline in all subgroup areas with the largest decline in the students with disabilities subgroup with a 13.8% decline in percent proficiency.	4	iLEAP Trend Data, Spring 2013 – Spring 2015
Science CRT index is in decline by 13.4 over 2 years.	5	iLEAP Trend Data, Spring 2013 – Spring 2015
Social Studies CRT index is in decline by 17.7 over 2 years.	6	iLEAP Trend Data, Spring 2013 – Spring 2015

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Parental awareness of the Title I program at CIE is low with 71% of parents reporting they know how the Title I program works at CIE.	7	Title I Parent surveys, Spring 2015
9% of K-3 children require MHP services due to social/emotional/behavioral needs.	8	MHP Program Evaluation, 2014/15 SY

GOALS

<i>1c. Goals based upon Challenges and/or Maintaining Strengths</i>		
1	By May 2016, 75% of students will score benchmark or above on the end of year DIBELS test.	
2	By May 2016, 70% of students will score proficient on the state test in ELA (reading and responding).	
3	By May 2016, 75% of students will score proficient on the state test in Math.	
4	By May 2016, the CRT index of the state test in science will increase to 85.	
5	By May 2016, 90% of parents will demonstrate their awareness of Title I programs at Chahta-Ima on the Title I PI Survey.	
6	By May 2016, 50% of students currently working with an MHP will demonstrate reduced behavior referrals, increase attendance, and increase in academic performance.	

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 93%

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

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<p>4. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.</p>		
<p>PLC-(<i>be sure to mention personnel involved in this activity, i.e. Instructional Coach, substitutes, presenters, schedules etc.</i>) Personnel involved: Principal, TRT, classroom teachers, administration, outside presenters as needed, substitutes</p> <p>PLC goals for each group are as follows: early childhood group-“TSW be able to identify the numerals 0-20 and count orally to 100 by the end of the year.” Pre-K-“TSW be able to identify the numerals 1-10 and count orally to 20 by the end of the year.”; 1st - “TSW increase reading fluency by at least six reading levels by the end of the year as measured by running records and retelling of instructional stories.”; 2nd - “TSW show growth in mathematical operations using algebraic thinking as measured by a pre- and post-test resulting in TS moving up at least one achievement range on the 2nd grade math SLT.”; 3rd - “TSW develop fluency with Numbers and Operations specifically with Fractions as measured by a teacher created pre- and post-test resulting in TS increasing scores by at least one achievement range on a teacher created target.”</p> <p>Ongoing data will be drawn from the measures listed in the strengths and weaknesses above. In order for instruction and learning to continue while teachers participate in professional development, substitute teachers will be hired. Title I Funds will be used to provide professional development opportunities focusing on methods and strategies that address the needs and goals of our School Improvement Plan. Teachers will learn about teaching strategies such as, but not limited to, co-teaching, differentiated instruction, cooperative learning, response to intervention, and literacy work stations including math. They will also be “Working on the Work”—reflecting and discussing ways to better design student work to make it more meaningful and engaging for students. Schedule: PLC Groups will meet twice per month on</p>	<p>10. BUDGETS used to support this activity: <u> X </u> Title I</p>	<p>Item(s) to be purchased to support this activity:</p> <p>The salary for the substitutes. Benefits for all personnel listed above.</p>

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Thursdays throughout the school year.		
<p><i>If you have an Instructional Coach, describe in detail her duties and responsibilities</i></p> <p>Our Title I Instructional Coach will: provide support in curriculum and instruction in K-3 content areas; support in analyzing data to inform instruction; work with teachers to strengthen their knowledge and application of curriculum and instruction topics; provide instructional modeling for teachers; model lessons, providing necessary follow-up and one-on-one assistance required to implement and sustain effective instructional strategies grounded in research-based strategies; mentor teachers; and, support teachers in integrating technology use across the curriculum to support effective instruction.</p>	<p>10. BUDGETS used to support this activity: <u> X </u> Title I</p>	<p>Item(s) to be purchased to support this activity: Salary and Benefits for this teacher.</p>
<p>Professional Development Outside of PLC</p> <ul style="list-style-type: none"> •Faculty meetings for parish and state mandated trainings •Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED •After-school, before school, and district sponsored professional development 	<p>10. BUDGETS used to support this activity:</p>	<p>Item(s) to be purchased to support this activity:</p>

5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS: Chahta-Ima Elementary School aggressively seeks the best qualified applicant for job openings at transfer fair and job fair through the use of multiple interview teams and call-back interviews involving a variety of school personnel. Our Assistant Principal travels to universities to recruit highly-qualified teachers to Chahta-Ima and St. Tammany Parish Schools.

<p>6. PARENTAL INVOLVEMENT: What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.</p>		
<p>◆ <i>Describe how parents will be involved in the</i> o design, o implementation, and o evaluation of the ENTIRE TITLE I schoolwide program.</p> <p>Parents are involved in the design of the Title I/SIP/Application by being invited to attend the SIP Committee meeting in the spring where the plan is</p>	<p>10. BUDGETS used to support this activity: <u> X </u> Title I <u> X </u> GFF</p>	<p>Item(s) to be purchased to support this activity: Printing supplies for agendas and sign in sheets, colored paper and pens for feedback forms</p>

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<p>reviewed and revised. Agenda and sign in sheets are filed for documentation.</p> <p>Parents assist in the implementation of the plan through attendance of family event planning meetings and meetings to offer them an opportunity to evaluate the plan prior to and following implementation. Sign in sheets and minutes of meetings serve as documentation.</p> <p>Parents are given the opportunity to evaluate and provide feedback of parental involvement activities through a “ticket out the door” after each event. Parents are given the opportunity to evaluate the Title I/SIP through family meetings with presentations of the ongoing plan and feedback forms following the events.</p>		
<p>Meeting dates for planning, implementation and evaluation of: PI Policy, Aug. 2015, Spring 2016, May 2016 (and as needed throughout the school year). PI Plan-Aug. 2015, Spring 2016, May 2016 (and as needed throughout the school year). SIP-Aug. 2015, Sept. 2015, Oct. 2015, Nov. 2015, Spring 2016 (and as needed throughout the school year). Sign in sheets and minutes of meetings serve as documentation.</p>	<p>10. BUDGETS used to support this activity: <u> X </u> Title I <u> X </u> GFF</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies for agendas and sign in sheets</p>
<p>Timely Information about Title I The Title I Parent Video is available for viewing on the school website as well as being shown at school-wide family events such as Family Literacy Night and Family Math Night. TRT will create, execute, and follow-up with a plan to disseminate information regarding all of the following: Title I Parent Video; Title I PI Action Plan; Title I/SIP; Title I Budget; Parental Family Involvement Plan; and, School & District Compacts. Monthly parent meetings will be held by the TRT to provide updates to families/stakeholders regarding Title I/SIP. These meetings will also provide parents/stakeholders with an opportunity to give feedback on how to best disseminate information to them. Sign-in sheets and agendas are kept for documentation.</p>	<p>10. BUDGETS used to support this activity: <u> X </u> Title I <u> X </u> GFF</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies for agendas and sign in sheets</p>

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<p>Curriculum, Assessments and Proficiency Levels Parents are informed of the curriculum, assessments and proficiency levels students are expected to meet through participation in grade level specific Parent Information Events and grade level PIN planning meetings. Additionally, parents and families are invited to attend Family Literacy and Family Math Nights to learn strategies to support literacy and math through family activities that can be done at home.</p>	<p>10. BUDGETS used to support this activity: <u> X </u> Title I <u> X </u> GFF</p>	<p>Item(s) to be purchased to support this activity: Printing supplies for agendas and sign in sheets</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. 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</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</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>10. BUDGETS used to support this activity: <u> X </u> Title I <u> X </u> GFF</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>Decision Making Opportunities Decision-making opportunities for parents include: SAT meetings; IEP meetings; Parent Conferences; Parent Committee Work; and, surveys and feedback gathered at school events. Parents are invited to attend these meetings/events through paper invitations, robocalls, class and school newsletters, monthly school calendars, and via the school website. Invitations, agendas, and sign in sheets for all events will be filed as documentation.</p>	<p>10. BUDGETS used to support this activity: <u> X </u> Title I <u> X </u> GFF</p>	<p>Item(s) to be purchased to support this activity: Binders, dividers, hole punches, pens, markers, notebooks to assist parents in maintaining their child’s academic records in an effort to help the parents stay informed of progress. Printing supplies for agendas and sign in sheets</p>

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<p>Specific parent training activities include: Family Literacy Night (Nov. 2015); Chahta-Ima families are invited to attend our annual Family Literacy Night where they learn fun ways to support comprehension, fluency, and literacy at home. Attendees will participate in various hands-on activities focusing on reading. Family Math Night (February 2016); Chahta-Ima families are invited to attend our annual Family Math Night where they learn fun ways to support mathematical areas such as fluency and math concepts at home. Attendees will participate in various hands-on activities focusing on math. 3rd grade Parent testing meeting (January 2016); A parent information night specifically designed to educate and support parents regarding state testing and ways they can support their children. Parents are provided take home information including website links in order to encourage parents' participation in their children's education. 2nd grade parent event (April 2015); A parent information night specifically designed to educate and support parents regarding 2nd grade curricular expectations and ways they can support their children. Parents are provided take home information including website links in order to encourage parents' participation in their children's education. 1st grade parent night (Sept. 2015); A parent information night specifically designed to educate and support parents regarding 1st grade curricular expectations and ways they can support their children. Parents are provided take home information including website links in order to encourage parents' participation in their children's education. Splash into Learning Pre-K parent night (August 2015) A parent information night specifically designed to educate and support parents regarding Pre-K curricular expectations and ways they can support their children. Parents are provided take home information including website links in order to encourage parents' participation in their</p>	<p>10. BUDGETS used to support this activity:</p> <table style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;"><u> X </u></td><td>Title I</td></tr> <tr><td style="text-align: center;"><u> X </u></td><td>GFF</td></tr> <tr><td style="text-align: center;"><u> X </u></td><td>PTA</td></tr> </table>	<u> X </u>	Title I	<u> X </u>	GFF	<u> X </u>	PTA	<p>Item(s) to be purchased to support this activity:</p> <p>Cardstock, pencils, erase boards, dry erase markers, folders, writing prompt cards, word family cards, Ziploc bags, erasers, markers, index cards, sheet protectors, what to do during & after reading bookmarks, number cubes, ten frame mats, 2-color counters, geoboards, rubber bands, mini clocks, labels, envelopes</p>
<u> X </u>	Title I							
<u> X </u>	GFF							
<u> X </u>	PTA							

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children's education.		
<p>Communication Strategies</p> <p>The following communication strategies are used to involve parents—ie. Robocalls, School Website/class website, <i>Smoke Signals</i>, notes/flyers/invitations about events, monthly Partnership calendars, weekly class overviews, Home-School Connection, faculty/staff phone calls and/or emails home. Materials are translated for parents as needed.</p>	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;"><u> X </u> Title I <u> X </u> GFF</p>	<p>Item(s) to be purchased to support this strategy/activity:</p>

<p>7. TRANSITION: What activities are in planned to transition incoming and outgoing students at your school? Be sure to list <i>at least one</i> for incoming and one for outgoing students.</p>		
<p>Incoming Students</p> <p>Parents of pre-school students are invited to attend a parent information night hosted by the kindergarten teachers. This meeting informs the parents on what they can expect when entering kindergarten at CIE. Children who are enrolled at the Mandeville/Lacombe Headstart program and live in the school district of CIE visit the kindergarten classes and take a tour of the school toward the end of the school year. Parents complete a “ticket out the door” with questions.</p> <p>All students receive a summer calendar of activities to help maintain skills. The calendars are provided by the grade level the students are entering (i.e.: 2nd grade provides a calendar of activities for 1st grade students).</p>	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;"><u> X </u> Title I <u> X </u> GFF</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Materials for information handouts to distribute to parents. Paper, cardstock, and ink to print flyers, agendas, summer calendars, invitations, etc.</p>
<p>Outgoing students</p> <p>Our 3rd grade students visit Bayou Lacombe Middle School toward the end of the school year. During this visit, they meet the 4th grade teachers as well as the administration and other support staff and take a tour of the school. In addition, the 3rd grade teachers complete learning walks at Bayou Lacombe Middle and meet with the 4th grade teachers to continue to develop ways to make the transition from elementary to middle school as easy as possible for the students. Students complete a writing activity describing what they learned and listing any questions they still have about Bayou Lacombe and 4th grade.</p>	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;"><u> X </u> Title I <u> X </u> GFF</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Substitute teachers (salaries and benefits) hired to provide release time for teachers to complete the learning walk.</p>

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8. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?		
<p>The fundamental question is what are the teachers expected to do with the data they have on their students:</p> <ul style="list-style-type: none"> •Teachers are expected to participate in Professional Learning Community sessions and faculty meetings where data is discussed. •Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below). •Teachers are to use the data to develop lessons and interventions for at-risk students •Teachers are to PM these students to ensure interventions/lessons are addressing student needs •Teachers and interventionist use data to form remediation groups and guide instruction in those groups. 	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;"><u> X </u> Title I <u> X </u> GFF</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Substitutes and benefits for PLCs and DIBELS assessments. Title I Interventionist salary and benefits. Printer ink to print rosters of data, readiness tests and MOY & EOY mastery test results, cardstock for DIBELS benchmark cards.</p>
<p>EAGLE-Teachers will use EAGLE to determine student proficiency on state standards. This is used to guide decisions for instructional strand focus. DIBELS-Teachers use DIBELS data to determine where students are in the process of developing literacy skills. BURST participation, literacy and guided reading instruction decisions are based on student readiness.</p> <p>iLEAP-Data is used to determine student strengths and weaknesses for school improvement purposes. BURST-Data is used to form remediation groups and guide instruction in those groups.</p>	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;"><u> X </u> Title I <u> X </u> GFF</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Updated computers to access and use EAGLE and BURST. Project READ: cards, puppets, instructional kits, sound pack, CD-ROMS to effectively implement Project READ. Printer ink to print supplemental materials for BURST groups as well as data reports from all assessment systems listed.</p>

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<p>9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES: What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.</p>		
<p><u>Mental Health Providers</u>-(please adjust to fit your school's MHP plan) MHP: Due to the transient and often unstable environments that many of Chahta-Ima students experience, a Mental Health Provider will work with students for 18 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 (Gary Marlborough) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Gary Marlborough will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student's situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as LEAP and iLEAP will also occur.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> IDEA</p>	<p>Item(s) to be purchased to support this activity: MHP Salary and Benefits</p>
<p><u>Positive Behavior Intervention Support (PBIS) or other Social Curriculum</u> Parents will be invited to attend monthly informational meetings covering the PBIS focus and how they can support that at home. Parents will be invited to then stay for the monthly PBIS student reward (Fish Fest). Invitations, agendas, and sign in sheets will be filed as documentation.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Materials for parent information meetings</p>
<p><u>Instructional Program Enhancements</u> Title I Interventionist responsibilities include: participation in ongoing professional development; interpret and use student assessment data to inform instruction; build lessons and interventions based</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I</p>	<p>Item(s) to be purchased to support this activity: Title I Interventionist salary and benefits</p>

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<p>on RTI model; organize an intervention schedule; assist in screening and PM assessments; assist teacher in making data driven decisions for interventions; work with student intervention groups; assist teachers in developing instructional interventions; and, report on the progress of intervention programs in the school.</p>		<p>Materials and instructional supplies to support intervention groups and lessons Interventionist builds.</p>
<p><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u> Students are identified through DIBELS scores. Students are progress monitored using DIBELS. Two certified tutors (Morvant and Bultman) work with small groups of students implementing BURST intervention lessons. Small groups may be supported either in or out of the classroom. Intervention success is evaluated using DIBELS end of year benchmark scores. 3rd grade students receive before or after-school tutoring. Students are identified based on DIBELS and EAGLE scores as well as teacher recommendations. Progress is monitored using EAGLE assessments. Program is evaluated using state testing scores.</p>	<p>10. BUDGETS used to support this activity: <u> X </u> Title I</p>	<p>Item(s) to be purchased to support this activity: Tutor stipends and benefits Materials for tutoring</p>
<p><u>Tutoring/Helping Hands-Push-in- Include names of timesheet personnel hired to do this program.</u> Students are identified through DIBELS scores. Students are progress monitored using DIBELS. Three non-certified tutors, Melan, Hecker and Cusimano, work to support small groups of students allowing the classroom teacher to implement BURST intervention lessons. Intervention success is evaluated using DIBELS benchmark scores.</p>	<p>10. BUDGETS used to support this activity: <u> X </u> Title I</p>	<p>Item(s) to be purchased to support this activity: Tutor stipends and benefits</p>
<p><u>Technology Resources and Personnel:</u> <u>General Technology</u> to increase engagement: computers, printers, laptops, promethean wands and pens, document cameras, projectors. Technology para, Susan Weilbaecher, hired to support EAGLE, FastForward, and general technology use on campus as well as tutor students based on their performance on EAGLE assessments.</p>	<p>10. BUDGETS used to support this activity: <u> X </u> Title I <u> X </u> IDEA</p>	<p>Item(s) to be purchased to support this activity: Para salary and benefits Projector installation, document cameras, toners printers, replacement bulbs, promethean wands and pens, activslate,</p>

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<p><u>Technology Interventions/Progress Monitoring</u> BURST-Data is used to form remediation groups and guide instruction in those groups. Teachers use DIBELS data to determine where students are in the process of developing literacy skills. Literacy and guided reading instruction decisions are based on student readiness. Grade levels determine a day to complete benchmark testing within the benchmark window. Teachers create a rotation schedule on that day to provide release time to complete the benchmark testing. Earobics-students are assigned Earobics licenses based on teacher referral.</p>	<p>10. BUDGETS used to support this activity: <u> X </u> Title I</p>	<p>Item(s) to be purchased to support this activity: Subs for DIBELS, Earobics, BURST</p>
<p><u>Special Education Subgroup Data</u> Students with disabilities had 66.7% proficient (achievement gap of 29.3) in ELA in 2013, 45% proficient (achievement gap of 40.4) in 2014, and 52.9% proficient (achievement gap of 22.1) in 2015. Students with disabilities had 66.7% proficient (achievement gap of 33.3) in math in 2013, 45% proficient (achievement gap of 37.9) in 2014, and 23.5% proficient (achievement gap of 42.2) in 2015.</p>	<p>10. BUDGETS used to support this activity: <u> X </u> GFF <u> X </u> IDEA</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Special Education Program Design</u> The students with disabilities subgroup has had the lowest % proficient of all subgroups over the past 3 years in 3rd grade ELA and math. Our SPED program is a combination of self-contained, resource, co-teaching, and full inclusion described in a student's IEP and based on student academic and behavioral strengths and weaknesses.</p>	<p>10. BUDGETS used to support this activity: <u> X </u> GFF <u> X </u> IDEA</p>	<p>Item(s) to be purchased to support this activity: SPED teachers and paras salaries and benefits</p>
<p><u>Classroom Size Reduction Teachers</u> Title I—Tonya Barth, 3rd grade class size reduction teacher, is in place to reduce class size in the state testing grade level allowing for more individualized instruction. Classes would have 22 students without this position as opposed to the 16 to 1 student teacher ratio currently in 3rd grade.</p>	<p>10. BUDGETS used to support this activity: <u> X </u> Title I</p>	<p>Item(s) to be purchased to support this activity: CSR teacher salary and benefits</p>
<p><u>Curriculum Enhancements</u> Effective implementation of Project READ for students with dyslexia and other students in need of multi-sensory reading intervention. Enhancing instruction through hands-on, real-life</p>	<p>10. BUDGETS used to support this activity: <u> X </u> Title I</p>	<p>Item(s) to be purchased to support this activity: Bus driver operational costs, salaries and benefits. Admission fees</p>

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<p>experiences requiring bus drivers such as field trips to theatrical productions, etc. and through visual arts and physical education experiences in school. Standards for field trips: write informational/explanatory text which introduces a topic, developing parts, and provide a concluding statement; participate in writing a report about a topic; describe characters, setting, and major events in a story; recount 2 or more sequence of events and details; use temporal words showing order; develop an appreciation for music and participate in music and movement activities that represent a variety of cultures; develop the understanding that events happened in the past and how these events relate to one’s self, family, and community; participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in smaller and larger groups; use a combination of drawing, dictating, and writing to narrate a single event; ask questions about objects and events in the environment; pose questions that can be answered by using students’ own observations and scientific knowledge; identify what plants and animals need to grow and develop; record and share observations of changes in developing plants; <i>(the following are for the charter bus trip specifically)</i> write opinion pieces on topics or texts; write informative/explanatory texts to examine a topic and convey ideas and information clearly; recall information from experiences or gather information from print and digital sources; pose questions that can be answered by using students’ own observations, scientific knowledge, and testable scientific investigations; explain and give examples of how scientific discoveries have affected society; describe the patterns of apparent change in the position of the Sun; and, explain the results of the rotation and revolution of Earth.</p>		<p>for field trips. Project READ: cards, puppets, instructional kits, sound pack, CD-ROMS to effectively implement Project READ to students with dyslexia.</p>
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10. COORDINATION OF PROGRAMS		
<ul style="list-style-type: none"> •McKinney Vento-All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4 and IDEA •Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program. •Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding. •Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III. •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. •Students in participating schools are entitled to attend 21st Century programs in the afternoons. 	<p>10. BUDGETS used to support this activity:</p> <p><u> X </u> Title I <u> X </u> GFF <u> X </u> LA4 <u> X </u> IDEA <u> X </u> Title III <u> X </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> •Tutoring •Clothing •School supplies •Field trip fees •Summer school fees •MHP services •Community Resource Connections •Meals •Services of the LEP para and LEP tutor

11. HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?		
<p>The Title I Committee meets and discusses all of the following: <u><i>For each section below , be sure to include:</i></u></p> <ul style="list-style-type: none"> ◆<i>what data will be collected,</i> ◆<i>who is responsible for collecting the data,</i> ◆<i>when will it be collected,</i> ◆<i>how will it be manipulated and</i> ◆<i>who will write the final report.</i> 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u><i>Overall</i></u>-The school's performance on standardized test scores/ DIBELS scores.</p>		
<p><u><i>Tutoring programs-</i></u> <u><i>BURST-</i></u></p> <ul style="list-style-type: none"> •the data will be reported within 2 weeks of the completion of the DIBELS benchmark •this data will be collected by the Interventionist following the MOY and EOY DIBELS 		

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<p>benchmarks</p> <ul style="list-style-type: none"> •the number of students in BURST who scored at a higher level than they did last year on DIBELS and BURST assessments •the number of BURST students who moved to Benchmark in DIBELS •the number of BURST students who exit from BURST based upon progress monitoring. <p><u>EAGLE-</u></p> <ul style="list-style-type: none"> •the data will be reported within 1 week of the completion of the post assessment in EAGLE •this data will be collected by the EAGLE tutor following each post assessment •the number of students in EAGLE who show an increase in their scores on EAGLE assessments 		
<p><u>Helping Hands Program</u></p> <ul style="list-style-type: none"> •this data will be collected by the Interventionist following the MOY and EOY DIBELS benchmarks •the data will be reported within 2 weeks of the completion of the benchmark •Employee will be in constant contact with kindergarten students supporting their instructional needs •The effectiveness of the program will be based on the percentage of kindergarten students scoring benchmark or above on MOY and EOY DIBELS benchmarks 		
<p><u>Parental Involvement</u></p> <ul style="list-style-type: none"> •Partnership Committee will meet to evaluate tickets-out-the door for events •Partnership committee will evaluate attendance numbers at events to see what time/topics draw the largest groups of parents and adjust plans for next year accordingly •The Title I School Committee and/or the Title I Partnership Committee will review the Title I Parent Survey results to determine strength areas and areas for improvement in the spring of the school year •Partnership committee will review the NNPS action plan and survey information 		

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<p>evaluation of the program will be described to teachers and staff at the opening faculty meeting. These descriptions will be presented by members of the Title I/SIP Committee. The way funds are spent for the 2016-2017 school year reflects the successes and refinements needed as a result of the 2015-2016 evaluation.</p>	<p><input checked="" type="checkbox"/> Title III <input checked="" type="checkbox"/> Other</p>	
<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>PARENTS</u>? The information will be relayed to the parents at the first parenting event of the next year when the Title I program for the year is introduced to the parents by members of the Partnership Committee. Changes in the Title I program after a review of data and evaluation of the program will be described to parents at the first parent information meeting and to community members and others through the school website and newsletter. These descriptions will be presented by members of the Title I/SIP Committee. The way funds are spent for the 2016-2017 school year reflects the successes and refinements needed as a result of the 2015-2016 evaluation.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>