

Cypress Cove Elementary
PreK-First Grade
Lisa Dial
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

1. COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS

<u><i>1a. Results of Comprehensive Needs Assessment</i></u>		<u><i>1a. Measures used to Determine School Needs:</i></u>
STRENGTHS		DATA SOURCES
1. Phonemic awareness	1	Dibels
2. Reading comprehension	2	Dibels
3. Counting and Cardinality	3	SPS
	4	
	5	

CHALLENGES

<u><i>1b. Results of Comprehensive Needs Assessment</i></u>		<u><i>1b. Measures used to Determine School Needs:</i></u>
CHALLENGES		DATA SOURCES
1. Social Studies	1	SPS
2. Attendance	2	CRT and jpams attendance records
3. Algebraic functions	3	SPS
	4	
	5	

GOALS

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
GOALS
1 Differentiated and more hands on lesson activities for math
2 More literary connections to social studies curriculum
3 Hand washing and health lessons to prevent the spread of germs
4
5

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

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3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Enter the percentage of your staff that is highly qualified ____100____

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

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

<p><u>Professional Learning Communities (PLCs)</u></p> <p>Every week teachers meet for a 40 min. collaboration time. An administrator/s lead this collaboration. During this time teachers analyze data, explore age appropriate lessons, and coordinate curriculum endeavors. The meeting results are recorded and reviewed each week. Any information that is gained is shared within grade levels throughout the week.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Meeting binders</p>
<p><i>If you have an <u>Instructional Coach</u>, describe in detail her duties and responsibilities</i></p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ SRCL ___ IDEA</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>Professional Development Outside of PLCs</p> <ul style="list-style-type: none"> • Faculty meetings for parish and state-mandated trainings • Parish required PD days – Curriculum, Assessment, SpEd, AdvancED • After-school, before-school, and district sponsored professional development • New Teacher Meetings • Learning Walks • Grade-Level Meetings • Guaranteed Curriculum Review • Teacher Surveys 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA <input checked="" type="checkbox"/> Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Binders Paper for copies Substitutes</p>

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5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS: *See Attached District Plan.*

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">◆ Describe how parents will be involved in the<ul style="list-style-type: none">○ Design: parents help coordinate all activities that connect our school with our community○ Implementation: parents meet monthly to organize and schedule family and student activities that coordinate with our school and community○ evaluation of the schoolwide program: parents are given surveys at the end of the year, and the administration reviews. ◆ After the SIP is written parents are given an over view by the administration in their monthly meetings. ◆ Parents are kept updated through teacher newsletters, school website notifications, and guaranteed curriculum links that are provided through the district. <p>Parents are sent notifications through the mail, as well as phone contact for any SAT or IEP meetings.</p> <ul style="list-style-type: none">◆ In the beginning of the year parents are invited to an open house where they can learn more about our school. The PTA also has training to better help volunteers meet the needs of the school and students. ◆ Every child at our school has a communication folder in which his or her teacher communicates with family/guardians. Communication comes in the form of teacher newsletters, phone calls, and notes/emails. Websites are also used to communicate with parents. Each teacher has their own Teacher Web or Wiki website. There	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none">___ Title I<u> x </u> GFF___ SRCL___ Title II___ LA4___ IDEA___ Title III___ Bond Money___ Other	<p>Item(s) to be purchased to support this strategy/activity: Teacher Web pages for teachers</p>
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<p>are also informational links on the school's website.</p>		
<p>◆ In compliance with Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school open house events, PTA meetings, and other parent orientation meetings.</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this strategy/activity: Paper for information brochures</p>
<p>The documents prepared by the state to inform parents of their child's academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p> <p>Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process.</p>	<p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Printing supplies-GFF Postage-</p>
<p><i>Add additional parental involvement activities/strategies as needed.</i></p>	<p>Copy list from above for each activity described.</p>	<p>Item(s) to be purchased to support this activity:</p>

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<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 Our school provides school tours several times at the end of the year for in-coming kindergarten students. A part of this tour includes an informational meeting for parents.</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Copies for informational brochures</p>
<p>Outgoing students First grade students go on a school tour of our sister school, Honey Island (grades 2-3).</p>	<p>10. BUDGETS 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>

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8. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?		
<p><i>The fundamental question is what are the teachers expected to do with the data they have on their students:</i></p> <ul style="list-style-type: none"> • Teachers are expected to participate in Professional Learning Community (PLC) sessions and faculty meetings where data is discussed. • Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below). • Teachers are to use the data to develop lessons and interventions for at-risk students • Teachers are to Progress Monitor these students to ensure interventions/lessons are addressing student needs 	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Cost of substitutes that allows for student testing and analysis</p> <p>Earobics licenses</p>
<p>Identify various assessments used to assess student learning and to help inform instructional planning. For example:</p> <p>DIBELS</p> <p>beginning-mid-year-end of year assessments/checkpoints/SLTs</p> <p>Report Card/Progress reports</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Cost of substitutes that allows for student testing and analysis</p> <p>Paper for copies of SLTs</p> <p>Report card envelopes</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 CCE_students experience, a Mental Health Provider will work with students for <u>8</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 (Lisa Dial and Arlene Sealy) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Erin Majnerick, Counselor will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student's situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as LEAP and iLEAP will also occur.</p>	<p>10. BUDGETS used to support this activity:</p> <p><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><u>Positive Behavior Support (PBS) or other Social Curriculum</u> Every month the PBS committee selects a theme for the students to focus upon. It is introduced as T.J.'s message (mascot). A informational flyer is given to parents as well as an informational link on the school's website.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p><u>Instructional Program Enhancements</u> Where applicable discuss how your teachers, paraprofessionals, timesheet employees, tutors, etc. are used to improve the academic performance of lower achieving students. Teachers provide most of the interventions for students. If a student is deemed at-risk a team of certified personnel and administration come together with the teacher to help provide appropriate interventions for students. Paraprofessionals and Special needs teachers are also utilized to help SWD during the day in the general education classroom.</p>	<p>10. BUDGETS 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><u>Tutoring Programs-Pull out</u> 1-How students are identified: Through teacher identification, usually students who are at-risk on their Dibels scores 2-How students are progress monitored: Weekly assessments done through the tutor and teachers. Also, monitored through quarterly testing and Dibels progress monitoring 3-How is the tutoring program evaluated: student progress and engagement</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Voyager tutors</p>
<p><u>Tutoring/Helping Hands-Push-in</u> 1-How students are identified 2-How students are progress monitored 3-How is the tutoring program evaluated Not applicable for our school.</p>	<p>10. BUDGETS 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><u>Technology Resources and Personnel:</u> <u>General Technology</u> to increase student engagement Activboards, Votes, ipods, ipads, computers, printers, laptops <u>Technology Interventions/Progress Monitoring</u> List programs and describe how students are</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III</p>	<p>Item(s) to be purchased to support this activity: Earobics licenses</p>

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<p>selected and monitored for each program identified.</p> <p>Based on Dibels and SLT results students are provided Earobics licenses and intervention/differentiated activities in class.</p>	<p>___ Bond Money ___ Other</p>	
<p><u>Special Education Program Design</u></p> <p><i>Most of our students are resource students with a few students attending self contained classes. However, those self-contained students do go to inclusion classrooms with their typical peers.</i></p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Student Assistance Team (SAT):</u></p> <p><i>Teachers collect data on students that are at-risk. Teachers inform parents of concerns and from this point a referral is made to the SAT team. At the SAT meeting parents are included in the sharing of concerns and interventions that are in place, and will be put into place. Children are monitored during a period of time for improvement. Another meeting is held with parents and certified personnel going over intervention results.</i></p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Classroom Size Reduction Teachers</u> (if applicable)</p> <p>Not applicable for our school.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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10. COORDINATION OF PROGRAMS		
<ul style="list-style-type: none"> • McKinney Vento-All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4 and IDEA • Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program. • Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding. • Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III. • <i>Students in participating schools are entitled to attend 21st Century programs in the afternoons.</i> • <i>Headstart children graduate into the feeder schools in the district in which they live. Receiving schools provide transition activities and services for children and parents.</i> 	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input checked="" type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>School supplies</p>

<u>11 HOW ARE PROGRAMS ASSESSED AT YOUR SCHOOL TO DETERMINE EFFECTIVENESS?</u>		
<p><i>Our committee meets and goes over the data from all tests. We review and find at least 3 known weaknesses and strengths of our school. From there the SIP chair writes the plan and also collaborates with the administration on data and budget figures.</i></p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>HOW</u> are the <u>results of this assessment</u> <u>REPORTED</u> to the stakeholders (<u>FACULTY AND PARENTS</u>)?</p> <p>After writing the SIP the chairman writes a brief summary of our school's strengths and weaknesses. She also provides subgroup</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p>	<p>Item(s) to be purchased to support this activity:</p>

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information analysis during faculty meetings. Parents are informed though the PTA meeting and informational links via the internet website.	<input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	