

**Florida Avenue Elementary**  
**K-6**  
**Kimberley Burgoyne**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

**1. COMPREHENSIVE NEEDS ASSESSMENT**

(Look at page 44 of the Data Analysis Template for 1a and 1b)

**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>
The CRT index score in Science went up from 66.1 in 2013-2014 to 68.9 in 2014-2015.	1	iLEAP 2013-2015
SWD in math showed a declining trend from State Assessments: 2012-2013 the achievement gap was 34.5, 2013-2014 the achievement gap was 33.6, and in 2014-2015 the achievement gap was 32.1	2	LEAP and iLEAP for 2012-2014 PARCC for 2014-2015
The CRT index score in ELA has increased over the last three years from 68.7 in 2012-2013, 73.3 in 2013-2014 and 79.9 in 2014-2015.	3	LEAP for 2012-2014 PARCC for 2014-2015
First Grade has had the lowest percentage of At Risk students in the Spring. In the Spring 2015, first grade had a 15% decrease in At Risk. First grade also had the largest percentage growth in Benchmark in the Spring 2015 with 21% growth. In Spring 2014 first grade had a 19% growth in students scoring BM.	4	DIBELS 2013-2014 & 2014-2015
87.5% of the parents feel welcome by the front office staff	5	Title I PI survey-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>
The school performance scores have steadily declined over the last three years: 77.9 in 2012-2013, 73.3 in 2014-2015, and 68.3 in 2014-2015.	1	School Report card data from the state 2012-2015
SWD are the potential subgroup weakness in math with the lowest percentages over the last three years: 2012-2013 - 40.8%, 2013-2014 - 36.4% and 2014-2015 - 20.7%. The scores have consistently dropped over the last three years.	2	PARCC 2014-2015 iLEAP & LEAP 2012-2014
Students scoring proficient in math have dropped over the last three years. 70.3% in 2012-2013, 62.9% in 2013-2014 and 48.8% in 2014-2015.	3	PARCC 2014-2015 iLEAP & LEAP 2012-2014
20% of students receive MHP services for social and emotional behaviors.	4	MHP logs/JPAMS
At least 38% of parents are unaware of Title 1 programs and how they can provide feedback.	5	Title 1 Parent Survey Spring 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, 80% of the students will score proficient on the state test in ELA (reading and responding to text).
1. By May 2016, 80% of the students will score proficient on the state test in math (problem solving, computations, and fluency).
3 By May 2016, 80% of students in K-3 score benchmark in Spring on DIBELS.
4 By May 2016, we will increase students scoring in Basic in Science or above from 68.9 % to 78% on the standardized state test.
5 By May 2016, 10% of the students currently working with the MHP will demonstrate reduced behavioral referrals based upon MHP Evaluation form and JPAMS. By May 2016, 10% of the students currently working with the MHP will demonstrate increased attendance based upon JPAMS, By May 2016, 10% of the students currently working with the MHP will demonstrate lowered expulsion and suspension rates based upon JPAMS.
6 By May 2016, increase the overall parent awareness of the Title 1 program from 62% to 70% and opportunities for evaluation from 73.5% to 80% based upon the result of the Title I Parent Survey.

**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: 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 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><b>4. PROFESSIONAL DEVELOPMENT:</b> Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.</p>		
<p><b><u>Professional Learning Communities</u></b> – Administration, Teacher leaders and substitutes.</p> <p>The focus this year for PLC is to improve student achievement in ELA, Math and Science. PLC groups will meet by subject once a month during the day with subs provided. Teachers will look at data, SLTs, state and teacher made assessments, develop lesson plans based on data and assessments, and create rubrics for writing, math and science labs. ELA teachers will create writing prompts and rubrics, Math will focus on improving fluency and work problems, and Science will plan science labs integrating reading and writing into the lab based on state standards.</p> <p>Teachers will also meet once a month after school and be paid stipends to collaborate with teams for a book-study. All books are researched based educational books based on students needs such as math achievement, whole brain teaching, behavior, and certain disabilities such as dyslexia. Teachers will share with entire faculty book-study findings and use the books to develop well-planned lessons to improve behavior, achievement, engaging learning tasks, and work with students with disabilities.</p> <p>Teachers will also meet in the summer for a summer professional development to review data and look at overall strengths and weaknesses and develop learning targets for students.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u>  X  </u> Title I  <u>  X  </u> GFF  <u>      </u> SRCL  <u>      </u> Title II  <u>      </u> LA4  <u>      </u> IDEA  <u>      </u> Title III  <u>      </u> Bond Money  <u>  X  </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Substitutes salary and Benefits for PLC</p> <p>PD Books:  <i>Comprehension Should Not Be Silent, Caught Ya Grammar, Differentiation Made Simple, Non-fiction Matters, Whole Brain Teaching, High Yield Routines, Reading Instruction/Guided Reading, Better Learning through Structured Teaching, Overcoming Dyslexia</i>            Data Binders            Teaching materials            Nutritional treats</p> <p>Stipends for Teachers, staff and substitutes for after-school professional development</p>
<p>Raine Hurley is our Instructional Coach. To provide support, modeling, curriculum resources, and assessments to guide instruction with a specific grade level over a six-week period. The instructional coach will work with a grade-level with specific goal based on data. The instructional coach will use pre- and post-</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u>  X  </u> Title I District Money</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salary and benefits for Raine Hurley</p> <p>Materials and Resources needed for curriculum</p>

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<p>assessments to guide the instruction and measure the success of the program.</p>		<p>including book sets, chart and writing paper for writing instruction including Anchor Charts and Graphic Organizers</p>
<p>Professional Development Outside of PLC</p> <ul style="list-style-type: none"> <li>• Faculty meetings for parish and state mandated trainings</li> <li>• Parish required PD days</li> <li>• After-school, before school, and district sponsored professional development</li> <li>• Community Collaboration Connections</li> <li>• Design Team meetings</li> <li>• Meaningful Mondays</li> <li>• Grade-level meetings – twice a month</li> <li>• LACUE (technology integration/strategies for using technology effectively)</li> <li>• BURST</li> <li>• AdvancED</li> <li>• Summer workshops</li> <li>• Plain Talk and Critical Thinking Conferences</li> <li>• Monthly Team Meetings</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input 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>Literacy coach salary and benefits</p> <p>Stipends and benefits</p> <p>Professional research based books</p> <p>Curriculum resources</p> <p>Technology</p> <p>Nutritional Snacks</p> <p>LACUE conference cost - \$175</p> <p>Plain Talk - \$645</p> <p>Critical Thinking - \$485 per teacher</p>

**5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:** Teachers prepare power points and a tri-board to display at job fair with the strengths of the school: including small class size, technology in every classroom and a program that provides extra support in the classroom such as tutors, paras, and helping hands. Teachers interested in a teaching position are invited to visit the school and we include a team of teachers during the interview process to share the positive attributes of teaching at our school.

<p><b>6. PARENTAL INVOLVEMENT:</b></p>		
<ul style="list-style-type: none"> <li>◆ Parents will attend Title I, monthly committee, and parental involvement meetings to: <ul style="list-style-type: none"> <li>○ Parents will be involved in the design of the School Improvement Plan through attendance at the Parental Involvement Committee meeting where the plan is reviewed and revised at least three times a year. A minimum of one parent will attend</li> </ul> </li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Materials needed for sharing SIP and planning SIP such as paper, writing utensils, and data</p>

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<p>the SIP review with SIP team before presenting final SIP to school faculty. Agenda and sign-in sheets are filed for documentation.</p> <ul style="list-style-type: none"> <li>○ Parents assist in the implementation of the plan through attending educational events designed to improve achievement. Parents will serve on SIP committee to review the plan at the end of the year to determine success. Sign-in sheets and minutes of meeting serve as documentation.</li> <li>○ Parents will be invited to attend the SIP review meetings along with the SIP team and have input on success and improvements for student achievement – this will include reviewing parent activities that focus on improving student achievement such as Math and ELA nights. Parents will assess these programs to determine strengths and weaknesses of the planned activities.</li> </ul>	<p>___ Title III          ___ Bond Money          ___ Other</p>	
<ul style="list-style-type: none"> <li>◆ Meeting dates for planning and implementation of PI Policy, PI Plan and SIP             <ul style="list-style-type: none"> <li>○ September 9, 2015 School Improvement Plan</li> <li>○ November 18, 2015 – School Improvement Plan Meeting</li> <li>○ November 30, 2015 – School Improvement Plan</li> <li>○ December 2, 2015 – Parental Involvement Meeting – Title 1 Budget</li> <li>○ Two Quarterly Spring Meetings to plan upcoming Title 1 Budget &amp; Services, review parent concerns and comments</li> <li>○ May 2016 – Review of Parent Involvement Policy/Compact</li> <li>○ Two District Parent Involvement meetings in the Fall 2015 and Spring 2016. Teacher and parent from committee will attend.</li> </ul> </li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ <u>X</u> Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Materials and resources for take home activities          Nutritional treats          Resources and supplies for parent night activities</p> <p>Student Agendas</p> <p>Parent Communication Center:          Parent computers, printer, ink, writing supplies, and a computer station</p>

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<p>◆ Parents will receive timely information about the Title 1 program through the following plan:</p> <ul style="list-style-type: none"> <li>○ Information will be presented at each PTA meeting</li> <li>○ Administration will include information about Title 1 program in PTA newsletter</li> <li>○ Web page will include a Title 1 button</li> <li>○ An informative letter will be sent home at the beginning of the school year and at the end with a review of funds and programs sponsored by Title 1</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:  Teacher Web Materials needed to share information with parents - paper</p>
<ul style="list-style-type: none"> <li>○ Parents will be informed of curriculum, assessments, and proficiency levels students are expected to meet at parent focus meetings at the monthly Parental Involvement meetings; parent/teacher conferences.</li> <li>○ Parents will receive a report from the State with Standardized test results – school administration and faculty will provide support with conferences to review the results</li> </ul>	<p><b>10. BUDGETS</b> 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>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>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><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>

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<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. .</p> <ul style="list-style-type: none"> <li>○ This information will be provided to parents at school open house and Meet and Greet, monthly parent meetings integrated with PTA meetings – each month a grade level will perform for PTA, information will be given at each meeting before the performance, and other parent orientations; for example – Pre-K and transition meetings for third and sixth grade.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<ul style="list-style-type: none"> <li>○ Parents will be encouraged to participate in decision-making opportunities about their child’s education through attendance at parent/teacher conferences, SAT meetings, IEP meetings, and committee meetings. A parenting center has been established to support parents through the use of a computer with software, Internet access and printing capabilities. Materials including, but not limited to, videos, books, take home literature, games, and other supplies needed as determined by the parental involvement committee.             <ul style="list-style-type: none"> <li>▪ SAT meetings</li> <li>▪ IEP meetings</li> <li>▪ Parent Conferences</li> <li>▪ Parent Committee Work</li> <li>▪ Comments about plans posted on school website</li> <li>▪ Monthly Committee Meetings</li> </ul> </li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>◆ <b><u>Describe specific training activities (at least all 6 from Title I Application PI Plan)</u></b></p> <p>Training opportunities for parents</p> <ul style="list-style-type: none"> <li>○ PBIS</li> <li>○ Paws</li> <li>○ Literacy night, January 2016</li> <li>○ Math &amp; Science Night, December 2015</li> <li>○ Standardized Testing information night</li> <li>○ Meet and Greet, August 2015</li> <li>○ Reading Around FAE, Spring 2016</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Teacher Web</p> <p>Materials and Resources for Family educational nights</p> <p>Chart Paper and</p>

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<ul style="list-style-type: none"> <li>○ Title 1 tab on Webpage</li> <li>○ Third Grade Transition Meeting for Parents</li> </ul> <p>Quarterly Parent Focus Meetings/PTA</p>	<p>____ Other</p>	<p>Posters for Meet and Greet for posting expectations for each grade-level – teachers post samples of writing and math for parents to see what is expected for their student for the upcoming school year</p> <p>Rewards for the PBIS program</p> <p>Educational games and materials and resources needed for PAWS program – parents volunteering with students</p>
<ul style="list-style-type: none"> <li>◆ Communication Strategies <ul style="list-style-type: none"> <li>▪ Communication logs</li> <li>▪ Evaluations/Feedback from parents such as Ticket out the Door</li> <li>▪ Agendas</li> <li>▪ Parent Communication Center</li> <li>▪ Web Page</li> <li>▪ Parent/Teacher conferences</li> <li>▪ PBIS Good News Calls</li> <li>▪ Parent information pamphlets – found in front office</li> </ul> </li> <li>◆ Parents will receive teachers’ newsletters, webpage calendars, and robo calls to inform about: <ul style="list-style-type: none"> <li>○ Educational Pamphlets are displayed in front office for parents. Pamphlets include information on homework, improving academic success, and are in English and Spanish.</li> </ul> </li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>____ Title I</p> <p>____ GFF</p> <p>____ SRCL</p> <p>____ Title II</p> <p>____ LA4</p> <p>____ IDEA</p> <p>____ Title III</p> <p>____ Bond Money</p> <p>____ Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p><i>TEACHERWEB</i></p> <p>KITS – pamphlets for a variety of information to help parents – these KITS are in Spanish and English</p>



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<b>7. TRANSITION:</b> 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>Incoming Students</p> <ul style="list-style-type: none"> <li>○ Transition meeting for parents of PreK/K students</li> <li>○ Transitions for parents of third graders moving to fourth for standardized testing</li> <li>○ Will continue to develop an orientation program for all new parents and students with the help of parent/teacher committee</li> <li>○ Head Start plans a visit each year for students to visit FAE and visit pre-k and kindergarten classrooms</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input 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>Take home activities</p> <p>Nutritional treats</p> <p>Materials and Resources needed for transitions meetings</p> <p>Supplies for new students – the CHAMPS club at FAE will create goodie bags for the new students that will include school supplies</p>
<p>Outgoing students</p> <ul style="list-style-type: none"> <li>○ Transition meeting for 6<sup>th</sup> grade with Slidell Junior High – Principal attends end of year program at FAE to talk to parents and students about expectations for Junior High; students take field trip to Slidell Junior High and tour campus, meet faculty and staff</li> </ul>	<p><b>10. BUDGETS</b> 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>

<b>8. USE OF ACADEMIC ASSESSMENTS:</b> How does your school include teachers in decisions regarding the use of academic assessments?		
<ul style="list-style-type: none"> <li>• Teachers are expected to participate in PLC sessions and faculty meetings where data is discussed.</li> <li>• Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below).</li> <li>• Teachers are to use the data to develop lessons and interventions for at-risk students</li> <li>• Teachers are to PM these students to ensure interventions/lessons are addressing student needs</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input 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>Burst Kits</p> <p>Ipads &amp; iPad cases</p> <p>Materials and Resources</p> <p>Earobics</p> <p>STAR</p> <p>Moby Max</p> <p>SRA</p> <p>DIBELS</p> <p>EAGLE</p> <p>Math Workbooks</p>

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<ul style="list-style-type: none"> <li>• Data retreat to evaluate school scores based on iLEAP/LEAP for Science and Social Studies/PARCC for ELA and Math.</li> <li>• Data will be used to determine intervention blocks with tutors and helping hands.</li> <li>• Grade-level meetings will use data to determine assessments and guide instruction</li> <li>• Teachers and literacy interventionist will review BURST data quarterly and determine intervention groups based on progress monitoring results</li> </ul>		Brain Pop Book sets Writing materials including chart paper Salaries and Benefits for Tutors and helping hands Guided reading book sets
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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><u><b>Mental Health Providers-</b></u>  <b>MHP:</b> Due to the transient and often unstable environments that many of the Florida Avenue students experience, a Mental Health Provider will work with students for 14 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. Kimberley Burgoyne will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Kimberley Burgoyne and the MHP 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 state standardized tests will also occur.</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:            MHP Salary and benefits</p>

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<p><b><u>Positive Behavior Support (PBS) or other Social Curriculum</u></b>          Goal: Florida Avenue’s PBIS expectations, with a focus on FISH philosophy, will help improve student behavior expectations and academic achievement.          Champs          Check-in, check-out          Positive Paws          Citizens of the Month          Honor Roll          Breakfast for Champions for Honor Roll Students          CHAMPS message          Reading Goal Incentives          Attendance          Good News Calls          Quarterly Positive Behavior Celebrations</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:          Incentives          Nutritional Snacks          Rewards</p>
<p><b><u>Instructional Program Enhancements</u></b>          Two part-time Title I Paras who work with K – 5 students during work stations, guided reading centers, intervention blocks, and BURST          Victoria Burk          Nichole Ducros</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:          Salaries and benefits          Materials &amp; Resources – sentence strips, paper, index cards, chart tablets, writing paper, and construction paper          Guided Reading book sets</p>
<p><b><u>Tutoring Programs-Pull out</u></b>          Three tutors work with second, third and fourth grade students with interventions to improve student achievement:          Kelli Bounds          Darnell Farris          Patrick Slaughter          Writing &amp; Reading Strategies          These tutors are certified. Two are paid from the school’s Title I budget and one is paid from the ROUF Title I budget.          Students are identified using data, test scores, and teacher recommendations.          Students are PM through grade level assessments/DIBELS and BURST.          The program is evaluated by looking at data at</p>	<p><b>10. BUDGETS</b> used to support this activity  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other          Rollover funds</p>	<p>Item(s) to be purchased to support this activity:          Salaries and benefits for certified tutors          Materials &amp; Resources: sentence strips, paper, index cards, chart tablets, writing paper, and construction paper          Grammar Book Sets          Guided Reading Books          BURST kits/iPads and materials needed for intervention blocks          Guided Reading book</p>

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<p>end of year to monitor student improvements.</p>		<p>sets</p>
<p><b><u>Tutoring/Helping Hands-Push-in</u></b>  One Helping hands works with students in each of the grades, K-5. (total of 6 Helping hands for 20 hours per week each):  Jennifer Colle, Jennifer Schroeder, Sherri Julian, Sarah Cusinamo-Neal, Paula McGeeHee, Toni Hunt</p> <p>They assist during work stations, guided reading groups, intervention blocks, BURST, writing strategies and SRA to ensure meaningful engaged learning occurs.  Students are identified using data, test scores, DIBELS, and teacher recommendations.  The program is evaluated by looking at data at end of year to monitor student improvements.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  Salaries and Benefits  Materials &amp; Resources:  sentence strips, paper, index cards, chart tablets, writing paper, and construction paper  Grammar Book Sets  Guided Reading books</p> <p>BURST kits/iPads and materials needed for intervention blocks</p>
<p><b><u>Technology Resources and Personnel (include names):</u></b>  <b><u>General Technology</u></b> to increase engagement:  Activboards, Votes, Expressions, ipods, computers, printers, laptops, visual presenters, iPADS, projectors, Promethean boards, BrainPop</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  ActiveBoards  ActiveVotes,  Expressions  ActiveSlates  Computers,  Ipods and Ipads  Laptops  Visual presenters,  Projectors &amp; Bulbs  Promethean boards  Replacement bulbs, and  RAM for upgrades.</p>
<p><b><u>Technology Interventions/Progress Monitoring</u></b>  BURST/DIBELS  Students are selected through pre-assessment/progress monitored throughout the year  STAR  MOBYMAX – all students use Moby Max based on their academic level; it is used for interventions and work stations.  Earobics – students are chosen for ELA intervention based on DIBEL assessment  My Reading Coach – SWD intervention based on</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  BrainPOP  Accelerated Reader/STAR  MobyMax  BURST  Printers and Ink</p>

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<p>reading level, based on RAPS 360  Fast ForWord, - Speech department uses FastForWord as intervention based on students' reading comprehension skills, vocabulary skills, memory skills and phonological awareness skills.</p>		
<p><b><u>Special Education Subgroup Data</u></b>  SWD are the potential subgroup weakness in math with the lowest percentages over the last three years: 2012-2013 - 40.8%, 2013-2014 - 36.4% and 2014-2015 - 20.7%. The scores have consistently dropped over the last three years.  ED subgroup in math/3rd grade declined over the last three years: 2012-2013 - 71.7%, 2013-2014 - 54.4%, 2014-2015 - 36.4%  ED subgroup in math/5th grade declined over the last three years: 2012-2013 - 62.5%, 2013-2014 - 52.1%, 2014-2015 - 33.3%  SWD in both fourth and fifth grade dropped drastically this school year: 4th 13/14 - 37.5, 14/15 - 11.1 5th 13/14 53.8 - 14/15 - 10.0   SWD in math showed a declining trend: 2012-2013 the achievement gap was 34.5, 2013-2014 the achievement gap was 33.6, and in 2014-2015 the achievement gap was 32.1</p>	<p><b>10. BUDGETS</b> used to support this activity:  ___ 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><b><u>Special Education Program Design</u></b>  Inclusion for SWD and co-teaching models are used at FAE; students are monitored by SPED teachers and provided intervention time daily. Intervention program (SRA, BURST, My Reading Coach, Earobics, FastForWord, Language for Learning, &amp; Math Interventions). Deaf Education Department students are included in regular education with monitoring provided by Deaf Ed teachers and interpreters Severe Profound, PEI, and Moderate classes participate in partial inclusion with interventions and IEP goals met in SPED classrooms.  We have a large SWD population and since implementing the inclusion program, their test scores have consistently increased. The gap for SWD has decreased since implementing the</p>	<p><b>10. BUDGETS</b> used to support this activity:  ___ <input checked="" type="checkbox"/> Title I  ___ GFF  ___ SRCL  ___ Title II  ___ LA4  ___ <input checked="" type="checkbox"/> IDEA  ___ Title III  ___ Bond Money  ___ Other</p>	<p>Item(s) to be purchased to support this activity:  Helping hands  Tutors  Paras  Salaries and benefits</p>

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<p>inclusion/co-teaching model at FAE over the last three years.</p>		
<p><b><u>Classroom Size Reduction Teachers</u></b>          Florida Avenue has one Title I teacher for fifth grade. Reduced classroom numbers will provide more individualize instruction to help students increase achievement on state testing. Class size went from an average of 21 students per classroom to an average of 16 students per classroom with the addition of this teacher.</p> <p>Sarah Mathews</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:          Salaries &amp; Benefits for CSR/WIN like teacher          Materials &amp; Resources          Technology</p>
<p><b><u>Curriculum Enhancements</u></b>          Field Trips are used to expand what has been taught in the classroom and to give students a hands-on approach to learning. Field trips provide real-life experiences that correlate with classroom curriculum. Field trips are planned according to State Standards and curriculum. All field trips are approved through superintendent office to ensure that learning is aligned with State Standards.</p> <p>Field Trips:          Pumpkin Patch          Honey Island Swamp          Insta-Gator          Marine Life Institute          Crosby Arboretum          Baton Rouge Capitol Experience          Lynn Meadows Discovery Center</p> <p>Field Experiences for each grade level:          Dr. Seuss Day          Community Helper Day          Earth Day          Louisiana Day          Famous People in History          Colonial Day</p> <p>Fire Away Ceramics &amp; Art Time</p> <p>Experiences will address science and social studies standards</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:          Admission cost is paid by Title 1 for every student attending.</p> <p>Materials and Supplies for field experiences</p> <p>Scholastic News</p> <p>Resources, supplies for science lab          Tubs to store science supplies</p>

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<p>Teachers will use Scholastic News in the classroom to work on improving text based evidence and research based writings for Science and Social Studies.</p> <p>A science lab has been developed to increase student achievement in science scores. The lab will be used by K-6 students. The lab will be used every month by teachers and parent volunteers. The teachers will use PLC time to plan lessons integrating reading, writing and math with the science experiment. The science experiments are based on State standards. Students will experience hands-on experiments based on the Scientific Method.</p>		
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<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>• Students in participating schools are entitled to attend 21<sup>st</sup> Century programs in the afternoons. Students at FAE attend the 21<sup>st</sup> Century program at Brock Elementary and are provided transportation to Brock by bus.</li> <li>• Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding.</li> <li>• Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III.</li> <li>• Headstart children graduate into the feeder schools in the district in which they live. Receiving schools provide transition activities and services for children and parents.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input checked="" type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input checked="" 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>KIT uniforms &amp; supplies</p> <p>Field Trips</p> <p>Materials &amp; Resources</p>

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**11 HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?**

<p><b>Overall</b>-The school's performance on standardized test scores/ DIBELs scores, SLTs, BURST, STAR, RAPs 360, Moby Max, and teacher-made assessments will be used to determine student growth and effectiveness of all programs funded by Title 1. The Title 1 committee will review assessments and success of each program and determine at the end of the year which programs will continue, if a program was not successful, the program will continue with improved plan or discontinue the program based on results. Title 1 committee will review not only programs such as BURST and intervention blocks, but will also review materials and resources purchased through Title 1; assessing the materials and their the effectiveness of materials and resources purchased and the successful and the success of student growth. For example, the committee will review all technology purchases and the effectiveness of integrating technology with curriculum based standards.</p>	<p><b>10. BUDGETS</b> 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>BURST kits          Moby Max          STAR</p>
<p><b><u>Tutoring programs-</u></b>  <b>Data to be collected, responsible person, timeline for collection, process for calculation</b>  <b><u>Tutoring programs-</u></b></p> <p>SLTs and the writing rubrics from the SLTs will be used to track the progress of the tutoring program. SLTs are given at the beginning of the year, mid-year and at the end of the year tracking progress.</p> <ul style="list-style-type: none"> <li>• Three tutors, 2<sup>nd</sup> – 4<sup>th</sup> grade</li> <li>• Tutors will work from August until April</li> <li>• Interventions, SRA, BURST, Work Stations, reading and writing strategies</li> <li>• SLTs track an individual teacher growth tracking his/her students. There is a pre-</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salaries and benefits for tutors</p> <p>BURST kits</p> <p>SRA materials and resources</p> <p>Materials and Resources needed for work stations</p>



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<p>assessment, mid-year assessment, and post-assessment. Each SLT determines the growth of the individual students in the class. .</p> <p>We will evaluate the tutoring program as follows:</p> <ul style="list-style-type: none"> <li>• 75% of the students in the tutoring programs will meet their SLT target when comparing MOY and EOY benchmark test scores. Students meeting their SLT targets will be assigned a “1” and those that didn’t meet their target will get a “0”. The number will be totaled and divided by the total number of students in the program to determine the percent success. The program’s target is for 75% success rate.</li> <li>• The tutor will provide a list of students in the program to the RHT. The RHT will enter the MOY and EOY benchmark assessment scores and quantify the results.</li> <li>• She will then calculate the success rate for each tutoring program and present it to the principal by the last day of school.</li> </ul>		
<p><b><u>Helping Hands Program</u></b>  <b>Data to be collected, responsible person, timeline for collection, process for calculation</b>  <b><u>Helping Hands Program</u></b>          6 Helping Hands servicing K-5          Helping Hands will work from August until April          Helping hands will work in the classroom during intervention blocks and BURST interventions</p> <p>The goal of the Helping Hands program is for 75% of the students in the program to meet their SLT target when comparing MOY and EOY benchmark test scores.          The number will be totaled and divided by the total number of students in the program to determine the percent success.          The program’s target is for 75% success rate.</p> <ul style="list-style-type: none"> <li>• The teachers with Helping Hands personnel in</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p>their classrooms will compile class list of students in the program and enter the MOY and EOY data.</p> <ul style="list-style-type: none"> <li>• When the list is provided to the RHT, she will quantify each student’s results. Students meeting their SLT targets will be assigned a “1” and those that didn’t meet their target will get a “0”.</li> <li>• The number will be totaled and divided by the total number of students in the program to determine the percent success. The program’s target is for 75% success rate.</li> <li>• The results for this program are based upon the total number of students in the HH program and not teacher by teacher analysis. The results from numerous classrooms will be included on the evaluation.</li> <li>• The RHT will present the results to the principal by the last day of school.</li> </ul>		
<p><b><u>Parental Involvement</u></b>  <b>Data to be collected, responsible person, timeline for collection, process for calculation</b>  <b><u>Parental Involvement</u></b></p> <ul style="list-style-type: none"> <li>• Parenting Committee needs to meet to evaluate tickets-out-the door for events at quarterly parent meetings.</li> <li>• Parenting committee needs to evaluate attendance numbers at events to see what time/topics draw the largest groups of parents once a year in May 2016</li> <li>• The Title I School Committee and/or the Title I Parenting Committee need to review the Title I Parent Survey results</li> <li>• Review the NNPS plan and survey information</li> <li>• The administration, RHT and literacy interventionist will prepare a written report to share with SIP committee</li> <li>• The data will be derived from parent surveys – percentages of results will be used to determine the strengths and weaknesses of the parental involvement</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  ___ GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money  ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p>plan and guide direction for upcoming school year activities</p>		
<p><b><u>MHP Evaluation Form</u></b>  <b>Data to be collected, responsible person, timeline for collection, process for calculation</b>  <b><u>MHP Evaluation Form</u></b></p> <ul style="list-style-type: none"> <li>• The goal of the MHP program at FAE is to decrease the number of referrals, and to increase the amount of time students are in the classroom to increase instruction.</li> <li>• MHP logs and JPAMS data will be evaluated to determine academic achievement.</li> <li>• The MHP program will focus on the following areas to improve student achievement:</li> <li>• The MHP will work with administration and students to improve attendance to school. At the end of the year, data will be collected from JPAMS and the goal will be to improve attendance by 30%.</li> <li>• The MHP will work with teachers and Assistant Principal to decrease In-school and out of school suspensions. Data will be collected at the end of the year from JPAMS and there will be a 30% decrease in suspensions. The number of suspensions will be recorded throughout the year and compared to last year suspensions on individual students and as a whole for the school. The assistant principal will create a report at the end of the year to determine the success of the MHP referral program.</li> <li>• Finally, the principal and MHP will track the number of referrals during the school year and compare to last year referrals and track referrals by individual students and determine if there are more or less referrals. The goal is to have 10% less referrals with an effective PBIS and counselor</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  ___ GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money  ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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program to provide support for referrals.		
<p><b><u>Professional Development</u></b>  <b>Data to be collected, responsible person, timeline for collection, process for calculation</b>  <b><u>Professional Development</u></b>  The Professional Development at FAE will lead to higher student achievement and will focus on research based strategies and be based off student data.  By May 2016, teachers and administration will evaluate professional development activities by:</p> <p>SLT's – SLTs are determined each year with a math and ELA goal based on the readiness/beginning of year assessment. Individual growth for each student is determined and tracked throughout the year with teacher assessments and a mid-year and end of year district assessment. Success will be shown with 80% of teachers scoring an effective rating or higher on the SLT. The data will be collected at the end of the year to determine the success of the professional development.</p> <p>Monthly teacher created assessments – at each PLC, the teachers will bring an assessment at look at strengths and weaknesses and determine a teaching strategy to improve the weakness and work on small group instruction for students who are struggling. Assessments will be brought to each PLC to track success of teaching strategies developed in PLC. Curriculum specialist and administration will attend PLC meetings and guide the assessments, provide rubrics and teaching resources for student improvement.</p> <p>Beginning of year, Mid -Year and End of the Year Feedback to determine what needs to be refined based on needs and results</p> <p>Standardized Testing results/improvements or declines</p>	<p><b>10. BUDGETS</b> used to support this activity:  ___ 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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<p><b><u>HOW</u></b> are the <b><u>results of the assessment REPORTED</u></b> to the <b><u>FACULTY</u></b>?  <i>What is the schools going to do, when and by whom?</i>  The administration will be responsible for the dissemination of this information to faculty. Administration will work with RHT, Title 1 committee and literacy interventionists to collect all of the pieces of the evaluation process and administration will write the final report.</p> <p>The results of the evaluation will be reported at faculty meetings to the teachers and staff. The information will be presented at end of year faculty meeting with a detailed report of Title 1 funds and how they are spent and the data will show the success or lack of success for each program or materials or resources purchased with Title 1 funds. Faculty will then work in small groups to decide which funds will be continued and make suggestions for funds to be spent based on data presented including looking at testing results from previous year to determine strengths and weaknesses and where funds should be spent including personnel: helping hands, tutors, and extra certificated teacher to reduce number sizes in the classroom.</p>	<p><b>10. BUDGETS</b> 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><b><u>HOW</u></b> are the <b><u>results of the assessment REPORTED</u></b> to the <b><u>PARENTS</u></b>?  <i>What is the schools going to do, when and by whom?</i>  The administration will be responsible for the dissemination of this information to parents. Administration will work with RHT, Title 1 committee and literacy interventionists to collect all of the pieces of the evaluation process and administration will write the final report.</p> <p>The information will be relayed to the parents at the first parenting event of the school year when the Title I program for the year is introduced to</p>	<p><b>10. BUDGETS</b> 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>

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<p>the parents. It will again be presented at end of year with a celebration of success from the programs at the end of the year parent meeting. A parent survey will be given at end of year to invite parents to make comments or suggestions about funding and the programs Title 1 supports.</p>		
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