

*Folsom Elementary School*  
*Pre-K – 5<sup>th</sup> Grade*  
*Lesa Bodnar*  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

**1. COMPREHENSIVE NEEDS ASSESSMENT**

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

**STRENGTHS**

<u><i>1a. Results of Comprehensive Needs Assessment</i></u>		<u><i>1a. Measures used to Determine School Needs:</i></u>
<b>STRENGTHS</b>		<b>DATA SOURCES</b>
Second and third grade had the highest percentage of students at Benchmark (on DIBELS) in 6 out of 7 semesters given in the Data Analysis.	1	DIBELS – Fall 2012 through Fall 2015
In the past, fifth grade scores have been lower compared to other testing grades. This year, fifth grade scores were the highest of the testing grades.	2	iLEAP/PARCC – 2013-2015
The Students with Disabilities subgroup in fourth grade for the 2015 school year scored 57.1% proficient in ELA. This same group in third grade for the 2014 schoolyear scored 16.7% proficient. That is an increase of 40.5%.	3	iLEAP/PARCC – 2014, 2015
The ED subgroup increased for 2 consecutive years (from 2013-2015) in ELA.	4	iLEAP/PARCC - 2013-2015
The White subgroup has had the highest percentage of proficient of all subgroups across years.	5	iLEAP/PARCC - 2013-2015

**CHALLENGES**

<u><i>1b. Results of Comprehensive Needs Assessment</i></u>		<u><i>1b. Measures used to Determine School Needs:</i></u>
<b>CHALLENGES</b>		<b>DATA SOURCES</b>
SWD subgroup has scored the lowest percent proficient across years	1	iLEAP/PARCC – 2013-2015
Black subgroup decreased from 76.9 in 2013 to 68.8 in 2015 in % proficient in ELA.	2	PARCC 2013-2015
The Achievement Gap has increased in the Whole School subgroup in Math from 1.0 in 2012-13 to 4.0 in 2014-15.	3	iLEAP/PARCC 2012-2015
Parents need more information on how the Title I program works at our school. Only 61% of parents agree that they know how the Title I program works.	4	Title I Parent Survey-Spring 2015
CRT Index in Whole School Math declined from 105.1 in 2014 to 90.6 in 2015.	5	PARCC – 2014 - 2015
There were 75 major behavior referrals in 2014-15.	6	Monthly discipline data - 2014-2015

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**GOALS**

<i><b>1c. Goals based upon Challenges and/or Maintaining Strengths</b></i>
<b>GOALS</b>
1 By May 2016, increase the percent proficient on the state test in Whole School ELA by 2 percentage points from 83.9 in 2015 to 85.9 in 2016.
2 By May 2016, increase the percent proficient on the state test in Whole School Math by 5 percentage points from 78.4 in 2015 to 83.4 in 2016.
3 By May 2016, increase the CRT Index on the state test in Whole School Science by 2 index points from 89.4 in 2015 to 91.4 in 2016.
4 By May, 2016, increase parental awareness of the Title I program from 61% to 65% awareness based on the Title I Parental Involvement Spring Survey.
5 By May 2016, decrease the number of detention reports of students on the MHP’s caseload by 1% as evidenced by discipline data.

**2. SCHOOL-WIDE REFORM STRATEGIES** to be used in your SIP. Please check all that apply.

- Response to Intervention
- Job-Embedded Professional Development
- Data-Driven Decision-Making
- Meaningful Engaged Learning
- Curriculum Alignment
- Differentiated Instruction

**3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS:** Enter the percentage of your staff that is highly qualified 97%

- 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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<b>4. PROFESSIONAL DEVELOPMENT:</b> Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p><b>PLC-</b> Teachers meet monthly (by grade levels) to collaborate on specific areas of need as determined by analyzing assessments. The focus of each group is determined by the teachers according to the needs of their students. Teachers compare, revise, and create assessments in a collaborative setting. Effectiveness of these meetings is determined by student performance.</p> <p>These meetings include grade level teachers, TRT, Instructional Coach, administrators, and other presenters as needed. These meetings are scheduled during collaboration time built into the daily schedules.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>-The salary and benefits of Instructional Coach</p> <p>-Money for “make and take” activities</p>
<p><b>Instructional Coach-</b> Stephanie Purser is our instructional coach. Administrators used data to determine that the area of math is a weakness in our school as indicated by the Whole School CRT Index score declining from 105.1 in 2014 to 90.6 in 2015. Our Instructional Coach pre-assessed second and third graders and determined that math problem solving was the weakest area. She then collaborated and planned lessons with second and third grade teachers to meet the diagnosed needs. Lessons that addressed specific strategies in solving word problems were taught over a period of time. Data was collected weekly as well as a post-assessment given at the end of the time period.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salary and Benefits for Stephanie Purser.</p>
<p>Professional Development Outside of PLC</p> <ul style="list-style-type: none"> <li>•Faculty meetings for parish and state mandated trainings</li> <li>•Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED</li> <li>•After-school, before school, and district sponsored professional development</li> </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>

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

To attract Highly Qualified teachers, we screen applicants at Job Fair and Transfer Fair and follow-up with second interviews at the school. While at Job Fair/Transfer Fair, we have a slideshow presentation showing all of the wonderful aspects that attract people to our school and community.

<p><b>6. PARENTAL INVOLVEMENT:</b> What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.</p>		
<ul style="list-style-type: none"> <li>◆ Parents will be involved in the design of the School Improvement Plan through attendance at the School Improvement Plan meeting in December where the plan is reviewed and revised. Agenda and sign-in sheets are filed for documentation.</li> <li>◆ Parents will be involved in the implementation of the School Improvement Plan through a collaborative effort at PI meetings, PI activities, and PTA meetings.</li> <li>◆ Parents will be involved in the evaluation of the Title I program by completing a "Ticket Out The Door" at the conclusion of PI events. They will also complete a PI survey in the spring.</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 involved in the design of the parent plan through attendance at the Parental Involvement Committee meeting in the spring where the plan is reviewed and revised. Agenda and sign-in sheets are filed for documentation.</li> <li>◆ We will meet in December to discuss the School Improvement Plan and possibly revise.</li> <li>◆ We will meet in March to discuss the implementation and revision of the PI Policy/compact and the PI plan. The PI plan evaluation is done in late spring along with the evaluation of the total Title I Program.</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>◆ Parents receive timely information about the Title I program many times throughout the year including: Meet and Greet, PI compacts, website link (Teacher Web) with Title I information, Information Fair, Open House, PTA newsletter.</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>-Teacher Web license</p>
<p>◆ Parents will be informed of the curriculum, assessment, and proficiency levels through PI events such as Information Fair and Marvelous Monday, through teacher websites, parent/teacher conferences, newsletters, and through links on the school website.</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>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>___ X ___ Title I          ___ X ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ 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>___ X ___ 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>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. This information will be provided to parents at school open house events, scheduling nights, parent meetings, and other parent orientations.</p>	<p><b>10. BUDGETS</b> used to support this activity:</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>◆ Parents will be encouraged to participate in decision making opportunities about their child’s education through:</p> <ul style="list-style-type: none"> <li>▪ <i>SAT meetings</i></li> <li>▪ <i>IEP meetings</i></li> <li>▪ <i>Parent Conferences</i></li> <li>▪ <i>PI meetings</i></li> <li>▪ <i>Emails</i></li> <li>▪ <i>Comments about plans posted on school website</i></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>◆ <b><u>Describe specific training activities (at least all 6 from Title I Application PI Plan)</u></b></p> <p>-<b>Meet and Greet</b>- Students and parents meet the assigned classroom teacher to discuss academic curriculum and expectations for the school year.</p> <p>-<b>Information Fair</b>- Parents will learn the components of the curriculum, Title I program, the various assessments (what the results mean, and how to help their students improve), and other informative pieces at FES.</p> <p>-<b>Family Math Night</b>- Families engage in math activities related to the math curriculum. Parents and children complete activities together to better understand the importance of developing math skills in real life application.</p> <p>-<b>Science Night</b>- Parents will learn about the use of the Scientific Inquiry and its application to daily life so that they may assist their students in choosing and researching their science project.</p> <p>-<b>Marvelous Monday</b>- Parents learn information about current statewide assessments and how to better help their students prepare for the annual testing, including providing sample testing questions.</p> <p>-<b>Family Literacy Night</b>- Families will engage in interactive literacy activities with a guest author. They</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>-Science project boards  -Literacy Night speaker  -Supplies for PI events (Math Night, Literacy Night, Meet and Greet, Science Night, Marvelous Monday, and Information Fair)  -Colored paper and labels for flyers and information needed for PI events</p>

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will learn genres of literature through singing, dancing, and reading of different texts.		
<p>◆ Home-School Communication strategies includes:</p> <ul style="list-style-type: none"> <li>-Teacher Web website</li> <li>-Tiger Roar envelopes</li> <li>-Parent communication folders</li> <li>-FES brochures</li> <li>-Agendas</li> <li>-Home/School Connections newsletter</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> SRCL</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p><i>TEACHERWEB</i></p> <ul style="list-style-type: none"> <li>-Parent communication folders</li> <li>-Agendas</li> <li>-Tiger Roar envelopes</li> <li>-print an informative brochure highlighting programs at FES</li> </ul>

<p><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>		
<p>Incoming Students</p> <ul style="list-style-type: none"> <li>- Each year we hold a Meet and Greet night to introduce students to the school and teachers.</li> <li>-Teachers from the pre-school programs from outside agencies attend the IEP meetings for pre-k students to ensure a successful transition.</li> <li>-Pre-K teachers meet with parents individually in the beginning of the year to introduce students to the new setting.</li> <li>-Pre-K teachers hold a parent meeting for all new parents to explain curriculum and provide general information.</li> <li>-Kindergarten teachers meet with parents individually in the beginning of the year to introduce students to the new setting and introduce the curriculum and expectations.</li> <li>-Administrators offer tours of the school for new parents and students as needed.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> SRCL</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p>Item(s) to be purchased to support this activity:</p>
<p>Outgoing students</p> <ul style="list-style-type: none"> <li>- At the end of each year we have a day that our 5<sup>th</sup> grade students visit the Jr. High to be oriented for the following year.</li> <li>- We include an administrator from the Jr. High in all 5<sup>th</sup> grade SAT and IEP meetings to plan for transitions.</li> <li>-We invite an administrator from the Jr. High to</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> SRCL</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> </ul>	<p>Item(s) to be purchased to support this activity:</p>

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speak to our 5 <sup>th</sup> grade students at morning meeting about their upcoming transition.	<input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	
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<b>8. USE OF ACADEMIC ASSESSMENTS:</b> How does your school include teachers in decisions regarding the use of academic assessments?		
<p><b>The fundamental question is what are the teachers expected to do with the data they have on their students:</b></p> <ul style="list-style-type: none"> <li>•Teachers are expected to participate in Professional Learning Community sessions and faculty meetings where data is discussed.</li> <li>•Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below).</li> <li>•Teachers are to use the data to develop lessons and interventions for at-risk students</li> <li>•Teachers are to PM these students to ensure interventions/lessons are addressing student needs</li> <li>•BURST groups are formed based on the DIBELS assessment taken at the beginning of the year. Progress monitoring is conducted every 2 weeks. Based on those results, intervention groups may be restructured.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</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>Item(s) to be purchased to support this activity:</p> <p>Tutors salaries and benefits</p> <p>Computer lab para salary and benefits</p> <p>Instructional para salary and benefits</p> <p>Burst licenses and kits</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><b><u>Mental Health Providers</u></b>-(please adjust to fit your school's MHP plan)  <b>MHP:</b> Due to the transient and often unstable environments that many of Folsom Elementary students experience, a Mental Health Provider will work with students for 20 hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA	<p>Item(s) to be purchased to support this activity:</p> <p>MHP Salary and Benefits</p>



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<p>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 (Mrs. Bodnar and Mrs. Sciortino) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Mrs. Sciortino 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 PARCC, LEAP and iLEAP will also occur.</p>	<p>___ Title III          ___ Bond Money          ___ Other</p>	
<p><b><u>Positive Behavior Support (PBS) or other Social Curriculum</u></b>          Our PBS program includes a committee that meets monthly to review discipline data. We have quarterly celebrations (Tiger Pride) to reward good behavior. Students can earn Tiger Bucks for good behavior and spend them at the Tiger Buck Store monthly. We also have Positive Office Referrals weekly and students are announced every Friday.</p> <p>We also give Perfect Attendance Awards quarterly, recognize Students of the Month, and hold Honor Roll Breakfasts quarterly.</p>	<p><b>10. BUDGETS</b> used to support this activity:          ___ Title I  <input checked="" type="checkbox"/> 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>Instructional Program Enhancements</u></b>          Stephanie Weiner, a fulltime instructional aide, works with students in 3<sup>rd</sup> – 5<sup>th</sup> grade (under the supervision of a certified teacher) in the inclusive setting and in the resource setting working with students whose assessment data indicates they are performing below level.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:          Salary and benefits of instructional aide and computer lab para</p>

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<p><b><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u></b></p> <p>Title I school funds pay for Faye Anglin who works with students in 1<sup>st</sup> -5<sup>th</sup> grade doing interventions including Voyager, BURST, and My Reading Coach to improve reading literacy skills. Students are identified based on DIBELS scores, statewide assessment results, classroom performance, and teacher recommendation. The program is evaluated quarterly based on progress made in the specific program as well as performance in the classroom. Adjustments are made as needed based periodically based on the program.</p> <p>Title I ROUF funds pay for Debbie Ortiz who works with students whose assessment data indicates they are performing below level. She provides small group interventions for students daily. Students are monitored based on their daily performance and assessment in class.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salary and benefits for tutors</p>
<p><b><u>Technology Resources and Personnel (include names):</u></b></p> <p><b>Computer Lab Instructional Aide (Lydia Bedo)</b>  – assists certified teachers with computer based instruction to enrich lessons.</p> <p><b><u>General Technology</u></b> to increase engagement:  Activboards, projectors, document cameras. Votes, Expressions, ipods, computers, printers, laptops</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input 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>Salary and benefits for instructional aide in computer lab.  Computers, monitors, activboards and installation, Activboard wands and pens, projectors, document cameras, votes, expressions, ipods, ipads, toners printers, replacement bulbs, and RAM for upgrades, and software to help teachers manage and supervise computer use</p>
<p><b><u>Technology Interventions/Progress Monitoring</u></b>  <i>List programs and describe how students are selected and monitored for each program listed.</i></p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Software programs</p>

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<p>BURST students are chosen based on their beginning of the year DIBELS assessment. Progress is monitored every 10 days.</p> <p>Renaissance Place is used for assessment purposes to determine functioning levels of students, as well as to enhance student learning in the areas of fluency and comprehension. All students participate in this program. Monitoring is conducted quarterly with the STAR assessment.</p> <p>Brainpop is used to supplement instruction. All students have access to Brainpop. Monitoring is conducted at the end of the year based on teacher usage.</p> <p>MobyMax is an enrichment program used to support the curriculum. This programs is monitored by classroom teachers and administrators and made available for students to use at home. The program effectiveness is evaluated at the end of the year based on student progress.</p> <p>Reflex Math is an intervention provided by the special education department to target students with math computation deficits. Students are chosen based on their current performance in the area of math calculation, and at times, is related to the implementation of an IEP for students with a diagnosed need in this area. The program effectiveness is monitored periodically to check for progress.</p> <p>My Reading Coach is an intervention for students with delays in reading and spelling. It is implemented by an instructional aide, tutor, paraprofessional, and special education teachers. Students are chosen based on the RAPS 360 assessment, as well as through classroom assessments and weekly progress in the classroom. The progress is monitored periodically based on the program. Students are taken out of the program if progress is not being made. Then, a different</p>	<p><input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>include:  Moby Max  Renaissance Place (AR and STAR)  BURST  Brain Pop</p>
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<p>program is chosen for the student based on their needs.</p> <p>Voyager is an intervention used for 1<sup>st</sup> graders with a deficit in reading fluency and decoding. It is implemented by a certified tutor. Progress is monitored at the end of the year based on improvement in reading skills.</p> <p>Fast ForWord is used as intervention for students with delays in language. It is implemented by speech therapists, computer lab para, instructional aide, paraprofessional, and special education teachers. Students are chosen based on the RAPS 360 assessment, as well as through classroom assessments. The progress is monitored periodically based on the program. Students are taken out of the program if progress is not being made. Then, a different program would be chosen for the student to best meet their needs.</p>		
<p><b><u>Special Education Subgroup Data</u></b></p> <p>Based on 2015 spring testing results, SWD subgroup is consistently the lowest performing. In the area of ELA, 51.7% of SWD scored proficient. In the area of Math, 48.3% of SWD scored proficient.</p>	<p><b>10. BUDGETS</b> 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><b><u>Special Education Program Design</u></b></p> <p>Based upon the above data, we have a Combination PEI/LA4 class which serves students with and without disabilities. In kindergarten, 1<sup>st</sup> grade, and 2<sup>nd</sup> grade, we full inclusive classes. Students are supported with either a special education teacher (in a co-teaching model) or with a paraprofessional. In</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Title I para salary and benefits</p>

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<p>3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade, we have a combination of inclusive classes (with para support) and a co-teaching model, as well as resource classes to meet the needs of students' who need a more intensive level of instruction. Based on the data analysis of the progress made by the SWD subgroup (due to the implementation of the inclusion model), we made decisions to expand the inclusion structure in other grade levels.</p>	<p>___ Bond Money          ___ Other</p>	
<p><b><u>Curriculum Enhancements</u></b>  <i>Field trips, instructional materials and supplies not mentioned previously in SIP</i></p> <p>Instructional Materials such as Scholastic News to enhance the science and social studies curriculum by aiding in the instruction of the LA Standardss. Effectiveness is determined by student performance on tests.</p> <p>Test prep materials to aid in preparation for State Wide Assessments. - Sadlier Test Prep Books</p>	<p><b>10. BUDGETS</b> used to support this activity:          ___ X ___ 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>Scholastic News</p> <p>Test Prep books</p>

<p><b>10. COORDINATION OF PROGRAMS</b></p>		
<ul style="list-style-type: none"> <li>•McKinney Vento-All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4 and IDEA</li> <li>•Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program.</li> <li>•Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding.</li> <li>•Identified LEP students receive services through</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:          ___ Title I          ___ X ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ X ___ IDEA          ___ X ___ Title III          ___ Bond Money          ___ X ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Tutoring</li> <li>•Clothing</li> <li>•School supplies</li> <li>•Field trip fees</li> <li>•Summer school fees</li> <li>•MHP services</li> <li>•Community Resource</li> </ul>

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<p>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.</p> <ul style="list-style-type: none"> <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>Connections</p> <ul style="list-style-type: none"> <li>•Meals</li> <li>•Services of the LEP para and LEP tutor</li> </ul>
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<b><u>11. HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?</u></b>		
<p>The Title I Committee meets and discusses all of the following:  <u><b>For each section below , be sure to include:</b></u></p> <ul style="list-style-type: none"> <li>◆ <i>what data will be collected,</i></li> <li>◆ <i>who is responsible for collecting the data,</i></li> <li>◆ <i>when will it be collected,</i></li> <li>◆ <i>how will it be manipulated and</i></li> <li>◆ <i>who will write the final report.</i></li> <li>•</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <ul style="list-style-type: none"> <li>___ Title I</li> <li>___ GFF</li> <li>___ SRCL</li> <li>___ Title II</li> <li>___ LA4</li> <li>___ IDEA</li> <li>___ Title III</li> <li>___ Bond Money</li> <li>___ Other</li> </ul>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>Overall</u></b>-The school’s performance on standardized test scores/ DIBELs scores</p> <p>Overall testing performance isn’t reported until later in the school year. At that time, it will be analyzed by the School Improvement Committee to find strengths and weaknesses of the school as a whole, grade levels, subject areas, and subgroups. Adjustments to the programs at school will be made based on those results.</p>		
<p><b><u>Tutoring programs-</u></b></p> <p>To evaluate the effectiveness of the <b>Mrs. Fay Anglin (certified tutor)</b>, we will give a pre-assessment and a post-assessment of the Voyager program. Sufficient progress will be considered achieved if 80% of students in the program improved to the “on track” level on the post-assessment. Mrs. Sciortino will collect this data from Mrs. Anglin at the end of the school year</p>		

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<p>and include it in the final evaluation.</p> <p>To evaluate the effectiveness of <b>Mrs. Debbie Ortiz (certified tutor)</b>, the students’ STAR scores at the end of the year will be compared to their scores at the beginning of the year (for the students she worked with on a regular basis). If 80% of her students increased by 1.0 grade level, the program will be considered “effective”. Mrs. Sciortino will collect and analyze this data. The STAR assessment will be given by the Computer Lab para.</p> <p>To evaluate the effectiveness of the <b>after-school tutoring program</b>, we would like to see an increase in the grades of the students who participated in the program. We will look at the grades in that subject area (ELA and/or Math) before the program begins and compare it to students’ grades after the program has concluded and look for an improvement for unsatisfactory grades. The data will be collected and analyzed by Mrs. Sciortino.</p> <p>To evaluate the effectiveness of the <b>Burst</b> program, Mrs. Sciortino will take the beginning of the year DIBELS scores and compare them to the end of the year DIBELS score. If 80% of students (who participated in Burst) can show an increase from one achievement level to a higher achievement level, it will be considered successful.</p> <p>To evaluate the effectiveness of <b>Moby Max</b>, we will look at the level students scored in the beginning of the year and at the end of the year. An increase in 80% of students would be considered achieved. We will only analyze students who participated in this program on a weekly basis. Data will be collected by Lydia Bedo.</p> <p>To evaluate the success of <b>Renaissance Place</b>,</p>		
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<p>Mrs. Sciortino will compare STAR Reading scores from August to May. If 80% of classes showed at least a 1.0 GE increase, the program will be considered successful.</p>		
<p><b><u>Parental Involvement</u></b></p> <p>Our goal is to increase parental awareness of the Title I program from 61% in 2015 to 65% in 2016 based on the Title I Parental Involvement Survey Results.</p>		
<p><b><u>MHP Evaluation Form</u></b></p> <p>Our goal is to decrease the number of detention reports of students on the MHP’s caseload by 1% as evidenced by discipline data. At the end of the school year, Mrs. Sciortino will calculate the number of detentions each student received (from the MHP’s caseload). She will then compare it to the previous year’s data and calculate the increase/decrease.</p>		
<p><b><u>Professional Development</u></b></p> <p>For the professional development program to be considered successful, Mrs. Sciortino will complete a spreadsheet calculating the number and percentages of teachers who met their SLT. This will be calculated for all teachers who attended PD on a regular basis. If 80% of teachers met their goal, our PD program will be considered successful.</p>		
<p><b><u>HOW</u></b> are the <b><u>results of the assessment REPORTED</u></b> to the <b><u>FACULTY</u></b>?</p> <p>The results of the Title I report will be reported to the faculty at a faculty meeting in May 2015 by Principal, Assistant Principal and TRT.</p> <p>The way the funds are spent for the 2016-2017 school year will reflect the successes and refinements needed as a result of the 2015-2016 evaluation. This will be made evident during the</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>



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presentation.		
<p><b><u>HOW</u></b> are the <b><u>results of the assessment REPORTED</u></b> to the <b><u>PARENTS</u></b>?</p> <p>The results of the Title I report will be reported to the parents by administrators at the Information Night in September, 2016 and placed on the school website on the Title I link.</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>