

Lancaster Elementary School
Grades 3-5
Susannah Welch, Principal
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

1. COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS

<u><i>1a. Results of Comprehensive Needs Assessment</i></u>		<u><i>1a. Measures used to Determine School Needs:</i></u>
STRENGTHS		DATA SOURCES
3 rd grade Math scores	1	Index scores, LEAP, iLEAP, PARCC
4 th grade ELA scores	2	Index scores, LEAP, iLEAP, PARCC
White subgroup percent proficient	3	Index scores, LEAP, iLEAP, PARCC
3 rd grade Math – SWD subgroup has improved	4	Index scores, LEAP, iLEAP, PARCC
3 rd grade ELA and Math – Black subgroup has improved	5	Index scores, LEAP, iLEAP, PARCC

CHALLENGES

<u><i>1b. Results of Comprehensive Needs Assessment</i></u>		<u><i>1b. Measures used to Determine School Needs:</i></u>
CHALLENGES		DATA SOURCES
5 th grade consistently scores lower than 3 rd and 4 th grades	1	Index scores, LEAP, iLEAP, PARCC
Social Studies across all grade levels, all years	2	Index scores, LEAP, iLEAP, PARCC
3 rd grade ELA for Black and SWD subgroups	3	
4 th grade Math for Black declined 2 years	4	
5 th grade Math for Hispanic declined 2 years	5	

GOALS

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
GOALS
1 By May 2016, increase 5 th grade proficiency scores by 5% across all subject areas.
2 By May 2016, increase social studies proficiency scores by 5% across all grade levels.
3 By May 2016, increase Black and SWD subgroup proficiency scores in 3 rd grade ELA by 5%.
4 By May 2016, increase Black subgroup proficiency scores in 4 th grade math by 5%.
5 By May 2016, increase Hispanic subgroup proficiency scores in 5 th grade by 5%.

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

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

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3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Enter the percentage of your staff that is highly qualified 97.5%.

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

4. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p><u>Professional Learning Communities (PLCs)-</u></p> <p>Professional Learning Communities- Teachers will analyze data, plan common assessments, develop interventions, and plan engaging lessons for students through the use of technology integration, various software and online resources, KAGAN, Literacy Strategies and an emphasis on Common Core Standards. Teachers will also focus on RTI through the use of math and literacy workstations. TRT and Curriculum specialist will present parish-level updates about curriculum and testing.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input checked="" 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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Substitutes</p> <p>Copies</p> <p>Instructional Resources</p> <p>Materials</p> <p>Food</p>
<p>If you have an <u>Instructional Coach</u>, describe in detail her duties and responsibilities</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> IDEA</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>Professional Development Outside of PLCs</p> <p>New Teacher Meetings – New teachers, through the guidance of administration, teacher mentors, and TRT will meet monthly to review school policies and procedures, classroom management, and curriculum issues. New teachers and their mentors may also meet weekly depending upon need. Teachers new to the parish will attend the parish-wide training program, BOOST, for new teachers.</p> <p>Learning Walks- Teachers will participate in</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input checked="" 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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Substitutes</p> <p>Copies</p> <p>Instructional Resources</p> <p>Materials</p> <p>Food</p>

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<p>learning walks at least once per school year. They will collaborate and discuss their observations upon completion in follow-up meetings.</p> <p>Leadership Meetings – Once per month, grade chairpersons will meet with administration to discuss curriculum needs and support needs for students and teachers. Information discussed is redelivered to all teachers during grade level meetings.</p> <p>Grade Level Meetings- Once per month, teachers will meet in grade levels to discuss lesson planning, unit assessments, curriculum issues, student data and administrative notes.</p> <p>*Guaranteed Curriculum Reviews – Teachers will review, analyze and utilize the Guaranteed Curriculum to guide and plan their daily lessons for students according to the Common Core Standards. Teachers will also provide feedback to the district stating any corrections that need to be made or suggestions to improve the lessons.</p> <p>Outside of PLCs and other in-school PD, teachers will participate in professional development during faculty meetings, parish-wide PD days in August, October, and March, and other parish-sponsored in-services. Topics to be covered will be based upon the needs of the teachers and mandates from the school system. Teachers will also complete surveys after professional development activities so that administration can gain input into future professional development needs and any follow-up needs.</p> <p>*Teacher Surveys – Teachers will complete a survey after all professional development workshops so that their input can be used in the decision making of future sessions. These surveys will guide academic needs and support for both teachers and students. End of the year surveys are administered to employees and information is used to plan for all aspects of the next school year.</p>		
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5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS: *See Attached District Plan.*

6. PARENTAL INVOLVEMENT: What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.

<p>*Meet the Teacher – Held prior to the first day of school where students are able to visit the school, drop off supplies and meet their teacher.</p> <p>* School Information and Curriculum Brochure is provided to all incoming students. A Common Core curriculum brochure is provided to all students.</p> <p>*Open House – Parents attend one night in the fall to meet their child’s teacher and hear a presentation on classroom expectations and learning goals.</p> <p>*Family Learning Night – Held in October with academic activities for the whole family.</p> <p>*Sailing Among the Stars – Held in the spring of each year where student art work is displayed.</p> <p>*School Book Fair – Held in the fall and spring each year where parents can attend with their students and purchase books.</p> <p>*Grandparent’s Game Day – Held once a year to encourage grandparents/guardians to have snack with their grandchildren and enjoy a game.</p> <p>*Dad’s and Mom’s Breakfast – Held, in the fall for dads and in the spring for moms, to give parents a chance to enjoy breakfast with their children and get more involved in school events.</p> <p>*Booster-thon – Held as school fundraiser with opportunities for parents to get involved with students in setting physical fitness goals and participating in fundraising walk/run.</p> <p>*Terrific Turtles – Held quarterly – gives the parents the opportunity to participate in a recognition program for students exhibiting qualities of a superior student and practicing the FISH Philosophy.</p> <p>*Seasonal Presentations – Choir performances, Talented Theater performances, Veteran’s Day, Patriot Day, Louisiana Day, Christmas Performances, holiday parties – parents are invited to see student presentations and hear presentations on the particular event held.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I</p> <p><u> X </u> GFF</p> <p>___ SRCL</p> <p>___ Title II</p> <p>___ LA4</p> <p>___ IDEA</p> <p>___ Title III</p> <p>___ Bond Money</p> <p><u> X </u> Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>Copies</p> <p>Instructional Resources</p> <p>Materials</p> <p>Food</p>
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<p>* SAT Meetings- Parents are invited to attend SAT meetings and assist in developing a plan of action and intervention to assist students.</p> <p>* IEP/504 Meetings – Parents are invited to be active members of the IEP/IAP, attending all meetings and participating in assisting students to achieve yearly goals.</p> <p>* Weekly Class Newsletters and Teacher websites are used to communicate classroom instruction goals, activities, and events.</p> <p>*RoboCalls are used to notify parents of upcoming school events.</p> <p>*Art Parents (PTA) develop art projects for classroom based art instruction. Volunteers visit classrooms to support the art instruction.</p> <p>Parent Workshops/Meetings –</p> <p>*PTA Meetings held several times a year, often with student performances or school events to attract more parents. School improvement plan review will take place during PTA meetings.</p> <p>*Family Learning Night – Parents and students are exposed to grade appropriate curriculum activities and participate in hands-on activities supporting the curriculum.</p> <p>*At least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during open house, PTA meetings, new parent orientation, and other parent orientations.</p> <p>Home Resources –</p> <p>*Technology resources provided to parents and students to assist in academic support – Earobics, AR, STAR, Moby Max, Reflex Math</p> <p>*CCSS Math messages link is available on STPSB website and utilized by teachers.</p> <p>*School Website, Teacher Newsletters/Webpage and Monthly Newsletters will be provided as a resource to parents.</p> <p>*The monthly newsletter will include a Counselor feature related to bullying, internet safety, making positive choices. The newsletter also features a</p>		
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<p>curriculum-related article written by the TRT, Erin Roy.</p> <p>*Students have access and are enrolled in Xtramath and Moby Max online resource used for development of basic math facts and skills.</p> <p>*Parents of students participating in the Fast ForWord program receive weekly e-mails detailing student performance.</p> <p>*Lancaster After School Care program offer a homework support component. All students in the ASC program complete homework with the supervision of certified teachers. The homework is checked for correctness and students understanding of concepts.</p>		
<p>At least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during open house, PTA meetings, new parent orientation, and other parent orientations, meetings, and events throughout the school year.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>Copies</p> <p>Instructional Resources</p> <p>Materials</p> <p>Food</p>
<p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p> <p>Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process.</p>	<p><input type="checkbox"/> Title I</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>Printing supplies-GFF</p> <p>Postage-</p>
<p><i>Add additional parental involvement activities/strategies as needed.</i></p>	<p>Copy list from above for each activity described.</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p>7. TRANSITION: What activities are in planned to transition incoming and outgoing students at your school?. Be sure to list at least one for incoming and one for outgoing students.</p>		
<p>Incoming Students Incoming Student Tours - During the spring of each school year, the Lancaster faculty will coordinate with Madisonville Elementary School to allow incoming students the opportunity to visit Lancaster in preparation to attend the following year. Premier Night – During the Spring semester Premier Night is held for new families to visit the school in the evening. Tours, question and answer time, PTA support and information are all available during this event. Meet the Teacher Day - Parents and students will have the opportunity to meet their teachers prior to the first day of school, allowing them to bring school supplies and visit the classroom. This will be done at the beginning of the school year during teacher professional development days. Parents will be notified through the phone messaging system, school website, and notices on the school doors. New Family Orientation – Students and parents who are new to the area will have the opportunity to attend a meeting before school starts to learn more about Lancaster Elementary, its policies and procedures, and helpful information about the community. School Information Brochure is provided to all incoming students.</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Copies Bus transportation</p>
<p>Outgoing students During the spring of each school year, the Lancaster faculty will coordinate with Madisonville Junior High School to allow outgoing students the opportunity to visit in preparation to attend the following year. A junior high open house night is held and all students in 5th grade are invited to attend.</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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8. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?		
<ul style="list-style-type: none"> •Teachers are expected to participate in Professional Learning Community (PLC) sessions and faculty meetings where data is discussed. •Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below). •Teachers are to use the data to develop lessons and interventions for at-risk students •Teachers are to Progress Monitor these students to ensure interventions/lessons are addressing student needs 	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Copies</p> <p>Instructional Resources</p> <p>Binders for Data</p> <p>Materials</p> <p>Substitutes</p>
<p>*EAGLE Testing – Teachers will assess students using the EAGLE online website in order to determine individual academic levels. The data gained will be analyzed by the teachers and administration and used for lesson planning.</p> <p>*DIBELS Assessments – Teachers will assess 3rd grade students using the DIBELS test, which will be given three times per year. Data will be analyzed by teachers and administration. Students not reaching benchmark will be progress monitored monthly to track their growth/progress and provide tiered interventions within the classroom.</p> <p>Accelerated Reader/STAR Assessments – Teachers will assess students using the Accelerated Reader/STAR tests. Students will be provided with instructional strategies and books to read according to their reading level. Teachers and librarian will monitor progress.</p> <p>Beginning of the Year, Mid-year and End of the Year checkpoints – As part of the SLT process, students participate in beginning of the year, mid-year, and end of year checkpoint assessments directly aligned to formal assessment criteria.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Copies</p> <p>Instructional Resources</p> <p>Binders for Data</p> <p>Materials</p> <p>Substitutes</p> <p>DIBELS books</p> <p>STA/AR software fees</p>

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<p>Moby Max assessments and progress are used to determine students' instructional level, effectiveness of intervention and progress.</p> <p>MVRC (My Virtual Reading Coach) including Mind Play and RAPS will be used to monitor student progress and plan effective instruction.</p> <p>Unit Pre/Post Assessments are used across all grade levels for Math and ELA to monitor student progress and implement appropriate interventions.</p>		<p>Moby Max software fees</p>
<p><i>Add additional assessment activities as needed.</i></p>	<p>Copy list from above for each activity described.</p>	

<p>9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES: What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.</p>		
<p><u>Mental Health Providers</u>-(please adjust to fit your school's MHP plan) MHP: Due to the transient and often unstable environments that many of Lancaster Elementary's 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. The administration (Principal Susannah Welch) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, the school counselor will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student's situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as LEAP and iLEAP will also occur.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u> Positive Behavior Intervention Support (PBIS) – Positive behavior lessons will be taught by highly qualified classroom teachers, the school counselor, and MHP, emphasizing appropriate behavioral expectations for all students. These expectations will be posted, modeled, and reinforced by all school personnel on a daily basis. Student rewards will be determined by the PBIS committee and will take place at the end of each nine week period.</p> <p>Positive Behavior Incentives – Positive behavior incentives created by the PBIS team will be utilized throughout the year. Incentives include Turtle Tokens (positive behavior slips) with bi-weekly redemption, Terrific Turtles (positive referrals), and Postcards mailed home. There will also be quarterly Turtle Time celebrations and PBIS reinforcement events for students. Students have the opportunity to participate in Turtle Team jobs throughout the school.</p> <p>Words of Wisdom messages, provided by the school based counselor, are presented to students daily through morning announcements and are reinforced through monthly Community Circles in homeroom classes.</p> <p>Turtle Team is available for students to learn and perform an assigned job, taking ownership of school and supporting peers.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Copies Instructional Resources Materials Food</p>
<p><u>Instructional Program Enhancements</u></p> <p>Intervention - Students at academic risk will be offered intervention during the school day in an effort to remediate them and reteach the basic skills necessary to be successful. Additionally, students at risk are recommended to intervention lab, held before school Monday through Thursday. Students will be progress monitored through RtI strategies, Moby Max, and the program will be evaluated through the progress of individual students using a variety of data.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Copies Instructional Resources Materials Moby Max software</p>

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<p><i>KIT tutoring</i> – Students identified as Students in Transition are provided tutoring when subject grades fall below passing.</p> <p><i>Social Skills</i> groups with the Speech Therapist, focusing on data-driven, goal specific intervention of social skills as related to speech IEP goals are available during the school day. These are held in the regular and special education and co-teaching classrooms as well as in small group.</p>		
<p><u>Tutoring Programs-Pull out</u> 1-How students are identified 2-How students are progress monitored 3-How is the tutoring program evaluated</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Tutoring/Helping Hands-Push-in</u> 1-How students are identified 2-How students are progress monitored 3-How is the tutoring program evaluated</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Technology Resources and Personnel:</u></p> <p>Highly qualified teachers will facilitate the use of interactive whiteboards, student response systems, and other forms of technology to help students develop math and writing skills using real life situations and provide students with effective and engaging lesson.</p> <p>Highly qualified teachers and support staff will utilize the following Internet and software</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Copies Instructional Resources Materials</p> <p>Earobics Licenses Fast ForWord Licenses My Reading Coach Licenses</p>

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<p>programs to assist students deemed “at-risk” with instruction. Students will be identified using DIBELS data, TAT and SAT referrals, and other universal screenings such as RAPS. Students will be progress monitored on a quarterly basis to ensure effective use of interventions.</p> <ul style="list-style-type: none"> *Earobics *Fast Forward *My Virtual Reading Coach (MVRC) *EAGLE *RAPS 360 *Accelerated Reader / STAR * SRA Corrective Reading Program * Moby Max *Reflex Math 		<p>AR/Star Program Study Island Moby Max</p>
<p><u>Special Education Program Design</u> The SWD subgroup has seen gains. Special education teachers will continue to collect data on students from multiple sources such as Silveroli, DIBELS, RAPS, and CBA’s. A co-teaching model will be used across all grade levels with students whose academic progress indicates success inclusion in the model. Individualized instruction will be provided as needed throughout the day and various programs such as Moby Max, EAROBICS, Fast ForWord, Read and Write Gold, Reflex Math, and others will be utilized to engage SWD. Teachers will be free to choose the data source they find most beneficial to their students’ needs. Student progress will be monitored on a quarterly basis.</p>	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> ___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other 	<p>Item(s) to be purchased to support this activity:</p> <p>Copies Instructional Resources Materials Earobics Licenses Fast ForWord Licenses My Reading Coach Licenses Moby Max</p>
<p><u>Student Assistance Team (SAT):</u> SAT will be utilized to support teachers, students and families with any student concerns and provide research-based interventions, additional assistance, referrals, and screenings as needed to support the students’ and teachers’ needs.</p>	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> ___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other 	<p>Item(s) to be purchased to support this activity:</p> <p>Copies Instructional Resources Materials</p>

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<p><u>Classroom Size Reduction Teachers</u> (if applicable)</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Literacy Workstations</u> – Teachers will create workstations for students to utilize throughout the week in an effort to reinforce skills, differentiated instruction and work with struggling students in small groups.</p> <p><u>KAGAN Strategies</u> – Teachers will integrate KAGAN structures throughout various lessons to provide cooperative activities and movement to students.</p> <p><u>Writing Across the Curriculum</u> – Highly qualified teachers will be in-serviced throughout the year during PLCs on Close Reading techniques and the writing rubric. These strategies will be used to assist teachers in teaching writing across all content areas and improve student writing skills.</p>	<p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Copies Instructional Resources Materials</p>

<p>10. COORDINATION OF PROGRAMS</p>		
<ul style="list-style-type: none"> •McKinney Vento-All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4 and IDEA •Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program. •Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding. •Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III. 	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

Lancaster Elementary School
Grades 3-5
Susannah Welch, Principal
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<ul style="list-style-type: none"> • <i>Students in participating schools are entitled to attend 21st Century programs in the afternoons.</i> • <i>Headstart children graduate into the feeder schools in the district in which they live. Receiving schools provide transition activities and services for children and parents.</i> 		
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<u>11 HOW ARE PROGRAMS ASSESSED AT YOUR SCHOOL TO DETERMINE EFFECTIVENESS?</u>		
<p>Lancaster SIP Committee meets to evaluate data, recognizing weaknesses and strengths. Teachers and support employees from each grade/subject area participate. The SIP action steps are developed as a committee using the evaluation of effectiveness of current programs. All stakeholders are provided the plan for improvement during the December PTA meeting. Additionally, the information can be found on the school website.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Copies Instructional Resources Materials</p>
<p>All faculty members are presented this information in faculty meetings.</p> <p>All stakeholders are presented the information during the December PTA meeting and through school website.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Copies Materials</p>