

*Little Pearl Elementary*  
*Pre-Kindergarten and Kindergarten*  
*April Whitfield*  
**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>
Comparing 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades for years 2012-2013, 2013-2014, and 2014-2015, 4 <sup>th</sup> grade scores are consistently the highest.	1	CRT Index (iLEAP/LEAP/EOC Trend Data), School Data Analysis 2012-2015
DIBELS “at-risk” subgroup (intensive students) declined yearly from fall to spring from school years 2012-2013 to 2014-2015.	2	DIBELS, School Data Analysis 2012-2015
The Kindergarten DIBELS fall to spring benchmark scores for 12-13 increased from 43% to 60%, 13-14 increased from 47% to 51%, and 14-15 increased from 49% to 75%. The scores for 14-15 were the greatest increase across the 3 years.	3	DIBELS, School Data Analysis 2012-2015
PI-95.3% of parents are satisfied overall with LPE.	4	Parental Involvement Survey Spring 2015
Behavioral - 0% suspension rate for pre-k, 1.4% for k. for the school year 14-15 (this is the same percentage for school year 13-14)	5	School Data Analysis –jpams Discipline Data 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>
For school year 2014-2015, math is the lowest subject in all three grades and for fifth grade for school years 2012-2013, 2013-2014, 2014-2015.	1	Whole School SPS: CRT Index (iLEAP/LEAP/EOC) data, School Data Analysis 2012-2015
The school SPS index has dropped consistently from 86.8 to 83.0 to 80.3.	2	School Data Analysis 2012-2015
For school year 2014-2015, 27% of the kindergarten students were not at benchmark on the DIBELS Next assessment at the end of the school year.	3	DIBELS, School Data Analysis 2014-2015
PI-For school year 2014-2015, parental attendance at the PI activities was low with math (8%) and literacy (9%).	4	PI Activity Parent Sign In Sheets Parental Involvement Data (Data Binder)
Behavioral-Behavior referrals and reports have increased yearly from fall (Aug to Dec total 7, 22%) to spring (Jan to May total 25, 78%) with the month of April having the greatest number (total 9, 28%) of reports. The total for the year is 32 – 100%.	5	JPAMS data 2014-2015

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**GOALS**

<i><b>1c. Goals based upon Challenges and/or Maintaining Strengths</b></i>
<b>GOALS</b>
1By May 2016, at least 80% of kindergarten students will score proficient on the math district assessment as evident by the Student Learning Targets.
2By May 2016, using the DIBELS Next assessment, we will continue the trend of increasing the percentage of kindergarten students scoring benchmark from fall to spring from spring 2015 a score of 75% to spring 2016 80%
3By May 2016, using the DIBELS Next assessment, we will decrease the percentage of kindergarten students that score below benchmark from 27% spring 2015 to at most 25% spring 2016.
4PI-By May 2016, we will increase the parental involvement for math and literacy PI activities by 200% as evident by PI Activity Parent Sign In Sheets Parent Involvement Data (data binder).
5 Behavioral-By May 2016, we will decrease the percentage of the number of behavior referrals and reports from fall to spring by 10% based on the JPams <i>Number of Referrals by Month</i> report. The percentage in fall 2014 was 22%, while the percentage in the spring of 2015 is 78%. That is a 56% increase.

**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

N/A Due to Grade Configuration.

- 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>PLC</b>-(be sure to mention personnel involved in this activity, i.e. Instructional Coach, substitutes, presenters, schedules etc.)</p> <ul style="list-style-type: none"> <li>•There are at least <b>11 PLC meetings</b> during the school year. Throughout these meetings, teachers will be using PLC format to structure data-driven decision-making to address our math and ELA goals. Substitutes will allow release time for teachers, and guest speakers that are STPSB employees such as curriculum specialists will provide support. <b>Judy Hankel, TRT</b>, will redeliver professional development information from the parish curriculum team as necessary. This will support teachers to ensure curriculum alignment. The principal will look at school wide and individual data. The ELA focus will be moving those students below benchmark in kindergarten in the fall to benchmark in the spring. The TRT will look at DIBELS benchmark and progress monitoring data, and teachers will assess and adjust instruction for students. Pre-k teachers are working to increase kindergarten readiness such as phonemic awareness. Based on observed need, ELA Curriculum Specialist, <b>Emily Mull, will present information on <i>Scholarly Conversations</i></b> to the Kindergarten teachers during the December 12<sup>th</sup> PLC meeting. In Math we will be working to ensure that 80% of kindergarten students will meet math SLTs during spring testing. Teachers will assess and adjust instruction for students. Pre-k teachers are working to increase <b>kindergarten readiness in number sense</b>. Math will also be added to the tutoring and helping hands instruction this school year.</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:  Substitutes' salary and benefits.</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> <li>•Grade-level meetings</li> <li>•Trainings</li> </ul>	<p><b>10. BUDGETS</b> 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</p>	<p>Item(s) to be purchased to support this activity:  -Paper  -Toner  -Copier Fees</p>

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These meetings involve teachers & admin. The goal is to keep all faculty abreast of the latest research and any new requirements so that teachers can have successful students.	<input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	
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**5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:**

The background paperwork is thoroughly reviewed by administration. Calls are made to references of the applicant. The applicant is provided time to discuss expectations with grade-level personnel. Positive aspects of the school are presented to the applicant. Call backs are made to those that have met the high expectations.

**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>◆ <i>Describe how parents will be involved in the</i></p> <p>● <b>Design:</b>          Parents are invited to the Title I Committee Meeting and asked to give input on the budget including the areas of the MHP program, the tutoring program, and the tutor role which are all involved in increasing student achievement. They will be given a description of the program, the academic data from the previous year, and results that are up to date for the year's end. A notice will be sent home informing the parents of the site for parental involvement input. A committee meeting will be held within ten days so that the website input is taken into consideration.</p> <p>● <b>Implementation:</b> Parents are invited to PI activities during which they are asked to participate. The tutors, paras, teachers, MHP, SLP, and administration will provide to the parents pamphlets or examples of work that they can implement at home with their children.</p> <p>● <b>Evaluation of the ENTIRE TITLE I school-wide program:</b> Parents are given surveys to complete at the end of the PI activities (Ticket Out the Door), at the end of the year, and online. Parents on the Title 1 committee will have the opportunity to give input during the May committee meeting. At this time Title 1 program evaluation results will be reviewed and reflected upon for the following school year.</p> <p>Parents are invited to LPE during the first day and informed of ways to get involved including committees, PTA, and volunteering. They are encouraged to</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 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> <ul style="list-style-type: none"> <li>-Blackboard Engage formerly EDLINE at schoolworld.com is used for the teacher websites.</li> <li>-NNPS Membership</li> <li>-Paper</li> <li>-Copier</li> <li>-Toner</li> <li>-Laminating Film</li> </ul>
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<p>participate in the design of the Title I Program. They are invited into the school for a NNPS and parental involvement meeting at which teachers and the administrator are involved in the design of the activities. The activities are revisited and then planned during these meetings, are implemented by the teacher, and are evaluated by the parents after the activities. Parental input is sought on the surveys after PI activities, the survey at the end of the year, and the input box on the school website after the PI activities.</p>		
<p>◆ <i>Include meeting dates for the: planning, implementation, and evaluation of the:</i></p> <ul style="list-style-type: none"> <li>● Parent Involvement Policy/compact; January 20, 2016 &amp; March 16, 2016</li> <li>● PI Plan January 20, 2016 &amp; March 16, 2016</li> <li>● School Improvement Plan. November 18, 2015 1:00 p.m.</li> <li>● End of the Year Title 1 committee meeting</li> <li>● After each PI activity a survey will be available to all in attendance. These dates are Aug. 18<sup>th</sup>, Aug. 25<sup>th</sup>, Sept. 24-25<sup>th</sup>, Nov. 19<sup>th</sup>, and Dec. 16<sup>th</sup>.</li> </ul>	<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:  Paper, copier fees, toner</p>
<p>◆ <i>Describe how parents will receive timely information about the Title I program;</i>  Parents receive information about Title I on the school monthly letter (Pearl’s Pages), the school website, at meetings, &amp; the Open House teacher presentation. The Title 1 Video will be presented to parents at the second meeting on August 25<sup>th</sup>. The website has a link to the Title I Program video for parents to view as well. Parents are surveyed to gather their opinions and input into the design into the school-wide programs. Additionally, there is a parental input section on the website concerning PI.</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:  Paper, copier, toner</p>
<p>◆ <i>Describe how parents will be informed of the curriculum, assessments and proficiency levels students are expected to meet.</i>  There will be district letters sent home about assessments, teachers meet with parents and discuss assessments, information about testing is sent home to parents, information is posted on the school website, report cards and progress reports are sent to parents, and data from assessments are reviewed with parents at conferences, at</p>	<p><b>10. BUDGETS</b> 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</p>	<p>Item(s) to be purchased to support this activity:  Paper, toner, copier, stamps</p>

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<p>SAT and IEP meetings. Teachers hold a beginning of the year meeting and then are required to hold two more conferences during the school year. At the beginning of the year, parents are informed of different types of testing used to assess the student’s progress and the purpose of the assessments. During conferences, teachers and parents discuss the child’s progress, the proficiency levels the child should meet, and ways to help at home.</p>	<p>___ Title III          ___ Bond Money          ___ Other</p>	
<p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents via U.S. Mail. Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process. Elena Dieck is contacted as a translator to attend SAT meetings for Spanish speaking ESL students. This translator is high quality having educational certification and adequate vocabulary to communicate with parents. ESL accommodation meetings are held with the ESL teacher, classroom teacher and parents of all ESL students.</p>	<p><u>  X  </u> Title I  <u>  X  </u> GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:           Printing supplies-GFF          Postage-</p>
<p>NNPS-The school is a member of the National Network of Partnership Schools sponsored by John Hopkins University. The school has access to a wide variety of ideas to improve parental involvement and interest in the education of their children.</p>	<p><u>  X  </u> Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other.</p>	<p>Item(s) to be purchased to support this activity:           Membership in NNPS</p>
<p>◆To be in compliance with Act 436, at least three meetings will be held during the school year to provide parents information on how to access the curriculum. This information will be provided to parents at school open house events, scheduling nights, parent meetings, and other parent orientations.</p>	<p><b>10. BUDGETS</b> used to support this activity:          ___ Title I  <u>  X  </u> 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>Describe</u></b> how parents will be encouraged to participate in decision making opportunities about their child's education.</p> <p>◆ Parents are encouraged to attend decision making opportunities through phone calls, notes home and email correspondence.</p> <ul style="list-style-type: none"> <li>● SAT meetings- input about student from parents noted on the SAT forms</li> <li>● IEP meetings- input about student from parents noted on the IEP</li> <li>● Parent Conferences noted on conference form if it is a concern</li> <li>● Parent Committee Work</li> <li>● Parents are encouraged to join PTA</li> <li>● Sparkle (Tier 2 PBIS support)parents are made aware of the program, give permission for the child to be in the program, and keep a communication folder with the teacher</li> </ul>	<p><b>10. BUDGETS</b> 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>Paper, copier, postage, folders for sparkle,</p>
<p>◆ <b><u>Describe</u></b> specific training activities (<u>at least all 6 from Title I Application PI Plan</u>)</p> <ol style="list-style-type: none"> <li>1. Informational: Welcome to LPE: Orientation that instructs parents on school procedures, attendance, parent participation, testing, PTA, Title I, NNPS, school committees, communication and schedules. There is a “Q and A” session to address questions.</li> <li>2. Title 1 Meeting – The administration holds a presentation fifteen minutes before Open House explaining the Title 1 funding and expenditures; asking for suggestions and input. The Title 1 video is shown to parents. The administrator explains the services of the tutors and the MHP, (during which the parents are encouraged to contact the teacher as well as the MHP if they are concerned about their child’s performance.) The is a “Q and A” at the end.</li> <li>3. Literacy Learning - Parents will have the opportunity to investigate literacy curriculum ideas, participate and engage with their children in each activity, create games, and then be given handouts of activities that will help their children learn at home.</li> <li>4. Math Morning- Parents will have the opportunity to investigate mathematical curriculum ideas, participate and engage with their children in each activity, create games,</li> </ol>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> 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>--Copier Supplies, toner, paper,  -Laminating Supplies  -Instructional Materials: small food items, construction paper, glue, crayons, bubbles/wands, chalk, pails, hoses, sprinklers, pools, new books (if needed)  -small food items are used as: math manipulatives or in literacy in sequencing,</p>

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<p>and then be given handouts of activities that will help their children learn at home.</p> <p>5. Speech Ages and Stages- SLP will speak to parents about what is typical or atypical in speech for 4, 5, &amp; 6 year olds and how this development aids in the academic performance of students. A handout of information will be provided to the parents along with a “Q and A” session to address parent questions. Literacy Learning- Parents will have the opportunity to investigate literacy curriculum ideas, participate and engage with their children in each activity, create games, and then be given handouts of activities that will help their children learn at home.</p> <p>6. A Thanksgiving Experience- Parents and students will work together on activities to reinforce basic math and literacy foundation skills such as patterning, numerals, rhythm, one to one correspondence, story lines, and oral tradition of storytelling. Parents will be given handouts of activities that will help their children learn at home.</p> <p>7. Winter Wonderland Reading/Math Experience- Parents will experience ways to work with their children on concepts and skills to increase academic success. The ideas can be incorporated at home and used throughout the year to strengthen reading and math skills. A take-home packet of activities will be given to parents to help their children learn at home.</p> <p>8. Title One meeting- Data analysis, the development of the school improvement plan, budgeting, and expenditures are presented to the parents. This meeting is held by the principal twice on the day of the Thanksgiving Experience.</p> <p>9. Title One meeting- explaining data analysis, SIP, asking for suggestions, changes, recommendations, and then discussing curriculum access. This is held at the November PTA meeting.</p> <p>10. * Parents are invited to attend:</p> <ul style="list-style-type: none"> <li>●Open House</li> <li>●Easter Bonnet Parade</li> <li>●Buddies’ Breakfasts</li> <li>●PBIS Reading Celebration</li> <li>●Rocking Readers</li> </ul> <p>* # 10 activities are not Title One funded</p>		<p>following directions, etc.</p>
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<p>◆ <i>List specific Home-School Communication strategies-</i></p> <ul style="list-style-type: none"> <li>● Student Communication Folders</li> <li>● Teacher Websites</li> <li>● School Website</li> <li>● Sparkle (PBIS Folders)</li> <li>● E-Mail</li> <li>● Phone Calls</li> <li>● Notes from the school</li> <li>● Texting when necessary</li> <li>● Conferences</li> <li>● Pearl's Pages</li> <li>● PTA Newsletters</li> <li>● Robo Calls</li> <li>● Morning Meetings</li> <li>● Title I Activities</li> </ul>	<p><b>10. BUDGETS</b> 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 strategy/activity:          paper, toner, printer ink, folders</p>
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<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:          Spring Open House is for incoming students and their parents, flyers are sent home with enrolled students, the local daycares, the local Head Start and posted in the local grocery store. This Open House is held in the spring from 3:30-5:00pm. Parents and children are encouraged to come. The parents and children are given a tour of the school, get to meet and talk with a teacher, and given a GEM coloring booklet to take home. They also receive pamphlets about the school, the school handbook, registration information and information about our school website. On the website is registration information, supply lists, Title I information, school newsletters and class information.</p>	<p><b>10. BUDGETS</b> 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:          Paper, copier, toner</p>
<p>Outgoing students          There is an end of the year program during which the students perform a “good bye” song. They receive congratulations for a good year.          -The principal of Little Pearl (the outgoing school) will invite the principal of Riverside (the receiving school) to speak to the parents of kindergarten students before the spring activity of the Easter Bonnet parade. This is usually a well-attended event.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  <input checked="" type="checkbox"/> GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III</p>	<p>Item(s) to be purchased to support this activity:          Paper, copier, toner, certificates</p>

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	<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 – driven decision-making is discussed and done.</li> <li>•Teachers are to maintain 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 design lessons and interventions for at-risk students</li> <li>•Teachers are to work with the tutors to ensure that the tutors are aware of the needs of the students receiving tutoring services.</li> <li>•Teachers are to PM these students to ensure interventions/lessons are addressing student needs</li> <li>•Teachers are to create differentiated instruction and lesson plans in order to meet the needs of the students.</li> </ul>	<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 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>-Substitutes and benefits for: PLC, DIBELS testing          -Copier Usage          -Materials or manipulatives for Tutors (when needed)</p>
<p>Teachers are to implement and track Response to Intervention strategies for SAT when necessary.</p>	<p><b>10. BUDGETS</b> used to support this activity:</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>-Copier Usage          -Paper</p>
<p>Teachers are to collaborate during PLC or grade levels to brainstorm researched based student strategies for those having difficulties in ELA, math, or both.</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	<p>-Copier Usage          -materials to create interventions, paper, toner, printer ink</p>

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	<input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	
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<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 Little Pearl 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 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 administrator, April Whitfield, will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, April Whitfield, 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 DIBELS Next will also occur. The MHP and kindergarten teachers utilize the <i>Second Steps</i> social skills curriculum, while the Pre K teachers utilize <i>Consciences Discipline</i> which is embedded in the curriculum.</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 checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Item(s) to be purchased to support this activity: MHP Salary and Benefits
<p><b><u>Positive Behavior Support (PBS) or other Social Curriculum</u></b>          PBIS- Students that are having difficulty adjusting due to such things as parents absent from the home, new siblings or anger, will be discussed in SAT. If deemed needed and</p>	<b>10. BUDGETS</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF	Item(s) to be purchased to support this activity: Supplies: -Stickers

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<p>with parental/guardian permission, the student is assigned a SPARKLE (Special People Are Reaching Kids to Learn Expectations). This person will meet with the child once or twice a day to help with self-esteem, anger management and attention-seeking behaviors.</p> <p>The MHP and kindergarten teachers utilize the <i>Second Steps</i> social skills curriculum, while the Pre K teachers utilize <i>Consciences Discipline</i> which is embedded in the curriculum.</p>	<p>___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>-Folders for SPARKLE          -Paper          -Copier Supplies</p>
<p><b><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u></b></p> <p><i>1-How students are identified:</i> For kindergarten students: This placement is based on DIBELs Next and Progress Monitoring. DIBELs Next is administered 3 times per year and PM is also administered 3 times per year at different intervals than the testing. The tutor and the teachers make the groups fluid so that the students no longer in need are returned to the whole group, while those newly identified as needing support can be added to the group. There will be math tutoring sessions three mornings a week, by Renee DiVincenti, for those identified by the Student Learning Targets.</p> <p><i>2-How students are progress monitored:</i> Students are progress monitored using DIBELs Next PM materials as well as PLC interventions. For math, the mid-year assessment will determine if students remain in tutoring, are added to the tutor’s schedule, or are removed from tutoring.</p> <p><i>3-How is the tutoring program evaluated:</i> Tutors, Renee DiVincenti and Elena Valenti, as well as the classroom teachers look at data (DIBELs Next and PM results for reading and SLTs for math) and take into consideration teacher observations and informal assessments to monitor the membership in the tutor group and to monitor the success of the tutoring program.</p> <p>The ROUF tutor, Renee D’Vencenti will tutor students in math based on teacher recommendation and student score on the beginning of the year district assessment (student learning target)</p>	<p><b>10. BUDGETS</b> used to support this activity:</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>-Copier          -Supplies          -Timesheets, Stipends, Benefits for 20 hours per week</p>

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<p><b><u>Tutoring/Helping Hands-Push-in- Include names of timesheet personnel hired to do this program.</u></b></p> <p><i>1-How students are identified:</i> This placement is based on DIBELs Next and Progress Monitoring. DIBELs Next is administered 3 times per year and PM is also administered 3 times per year in between testing schedule. The tutor and the teachers make the groups fluid so that the students no longer in need are returned to the whole group, while those newly identified as needing support can be added to the group.</p> <p><i>2-How students are progress monitored:</i> Students are progress monitored using DIBELs Next PM materials as well as PLC interventions. Data is closely tracked by teachers, TRT, and principal; when middle and end of the year benchmark goals for each of the DIBELs Next components are within reach the students are released from the tutoring program. These scores specifically are: 30 for FSF at the MOY; 40 for PSF and 27 for CLS at the end of the year.</p> <p><i>3-How is the tutoring program evaluated:</i> Tutor, Cherie Grob, as well as the classroom teachers look at data (DIBELs Next and PM results) and take into consideration teacher observations and informal assessments to monitor the membership in the tutor group and to monitor the success of the tutoring program.</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>-Copier  -Supplies  -Timesheets, Stipends, Benefits for 10 hours per week</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, and document cameras</p>	<p><b>10. BUDGETS</b> 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>Computers, monitors, activboards and installation, projectors, document cameras, votes, expressions, ipods, ipads, toners printers, replacement bulbs, replacement Promethean pens and RAM for upgrades.</p>

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<p><b><u>Technology Interventions/Progress Monitoring</u></b>  DIBELs Next student data is entered into the site so that it is presented on a spreadsheet for the teachers, TRT, and principal to analyze. The teachers discuss data with the tutors. Placement of students within the tutor program is based on the result of DIBELs Next data, teacher assessment, informal assessment, and teacher observation with DIBELs Next being the strongest factor. SLTs are based on student performance data from student assessments. This determines the needs of their students. Computers are in the classrooms for student use. The computer based Earobics program is available for all students. This program provides thorough phonemic awareness instruction, feedback, and data tracking.</p>	<p><b>10. BUDGETS</b> 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 checked="" 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:  Computers, monitors, activboards and installation, projectors, document cameras, votes, expressions, ipods, toners, printers, replacement bulbs, and RAM for upgrades, batteries for the rack</p>
<p><b><u>Special Education Subgroup Data</u></b>  Of the seven sped kindergarten students assessed on the EOY DIBELS Next for the 2014-2015 school year, 57% (4 of 7) were intensive, 29 % (2 of 7) were benchmark, and 14%(1 of 7) were strategic.</p>	<p><b>10. BUDGETS</b> 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><b><u>Special Education Program Design</u></b>  <i>Any answer given here must first cite the SWD subgroup data as a basis for the design of your program.</i>  It is the goal of our program to include special education students with regular peers within the regular education program as much as possible while still providing the services they need. Because of our grade configuration and the size of our school, the students in our sped programs change from year to year. The SPED program ranges from full inclusion to self-contained based upon the needs of the student; the IEP minutes reflect those needs. We have students in kindergarten that are able to maintain academic performance with assistance provided by a sped para and an itinerant PEI teacher. Those that are not full inclusion are included during portions of the day and have students brought into their classrooms for reverse inclusion. Minutes are based on IEPs.</p>	<p><b>10. BUDGETS</b> 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 checked="" 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><b><u>Curriculum Enhancements</u></b>  <i>Field trips, instructional materials and supplies not mentioned previously in SIP</i>  <b>Second Steps</b> through a program of positive self-esteem, this program gives students examples of how to control behavior or react to trying situations. The classroom teachers and the MHP utilize this research-based program to help all students achieve success in school.  <b>Field trips</b> to enhance the curriculum are taken three times a year.          In house field trips conducted by the Audubon Institute come to LPE 4 times a year. (Zoo Mobile, Wetland Express, Bug Mobile, Aquavan)          Gina the Giraffe discusses dental hygiene. The STPSO talks with students about their job and bike safety. We have a 9-1-1 presentation, handwashing presentation, the youth wetlands program, and bus safety instruction.</p>	<p><b>10. BUDGETS</b> 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:          Purchase of supplies when needed. So far this has not been necessary for second steps.</p> <p>Field trips:          Bus driver salary and benefits, entrance into event, and ice.</p>
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<b>10. COORDINATION OF PROGRAMS</b>		
<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 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> <li>•Students in participating schools are entitled to attend 21<sup>st</sup> Century programs in the afternoons.</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          ___ SRCL          ___ Title II  <input checked="" type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input checked="" type="checkbox"/> Title III          ___ Bond Money          ___ 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 Connections</li> <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><b><u>Overall-</u></b>            The school’s performance on DIBELS Next scores, and scores of the students on the math SLTs. In other words, the academic success of our students. Specifically we are to address the following:</p> <ol style="list-style-type: none"> <li>1. The effectiveness of the Tutoring program on academic achievement</li> <li>2. The effectiveness of our PI programs               <ol style="list-style-type: none"> <li>a. To draw parents into the school</li> <li>b. To provide information to them that is timely and helpful.</li> <li>c. To collect input on the PI activities</li> </ol> </li> <li>3. The effectiveness of the MHP program on academic achievement</li> <li>4. The effectiveness of the PLC sessions and PD on academic achievement</li> </ol>	<p><b>10. BUDGETS</b> 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>No items other than copier supplies need to be purchased, will need results of programs</p>
<p><b><u>Tutoring programs-</u></b>            Students who score in the at risk levels of the beginning or middle of the year assessments for DIBELS Next will be submitted into the tutoring program. A list will be maintained by the TRT of all students who participate in the tutoring program noting their beginning of the year or mid- year DIBELS scores and PM scores if applicable. <b><i>These scores will be compared to the EOY scores.</i></b> Students who advance their composit score to at least 119 (benchmark) will be considered successful. 80% of students who increase to 119 points will deem the tutoring program to be successful.</p> <p>PM data will be analyzed through grade level meetings and adjustments to the tutoring program will be made based on needs. Decisions made will be communicated to tutors through teacher/tutor collaboration during PLC.</p> <p>Attention will be directed to the application of applying the learned skills of DIBELS Next components to the writing process. When students become proficient at the segmentation of words into individual sounds (PSF), students should then apply the skill to sounding out words when writing sentences. It has been observed in past years, this application does not always occur without some support. Tutors and teachers will make</p>		



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<p>individual decisions for supporting this process by adjusting the tutoring schedule when needed.</p> <p>Students who score three times above the aim line in any given pre-reading DIBELS component will be moved to a higher component (ie phonemic awareness to phonics) or released from the tutoring program. The number of students who are released will be tracked and reported in the EOY evaluation.</p> <p>Math data will be tracked by the teacher and principal through beginning, middle, and end of the year district assessments. Students who score below 50 % on the beginning and/or middle of the year district assessments will be enrolled in the math tutoring program.</p> <p>This process will be reviewed and updated as needed. This report will be given to administration in May.</p> <p>This process will be reviewed and updated as needed. This report will be given to administration in May.</p>		
<p><b><u>Helping Hands Program</u></b></p> <p><b>Data to be collected, responsible person, timeline for collection, process for calculation</b></p> <p>Any student who scores in the at risk levels of the beginning or middle of the year assessments for DIBELS Next will be submitted into the tutoring program (this will be a range of scores). A list will be maintained by the TRT of all students who participate in the tutoring program noting their beginning of the year or mid- year DIBELS scores and PM scores if applicable. <b><i>These scores will be compared to the EOY scores.</i></b> Students who advance their compost score to at least 119 (benchmark) will be considered successful. If 80% of students increase to 119 points, the tutoring program will be deemed successful.</p> <p>PM data will be analyzed through grade level meetings and adjustments to the tutoring program will be made based on needs. Decisions made will be communicated to tutors through teacher/tutor collaboration during PLC.</p> <p>Students who score three times above the aim line in any given pre-reading DIBELS component will be moved to a higher component (ie phonemic awareness</p>		

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<p>to phonics) or released from the tutoring program. The number of students who are released will be tracked and reported in the EOY evaluation.</p> <p>Math data will be tracked by the teacher and principal through beginning, middle, and end of the year district assessments. Students who score below 50 % on the beginning and/or middle of the year district assessments will be enrolled in the math tutoring program.</p> <p>This process will be reviewed and updated as needed. This report will be given to administration in May.</p>		
<p><b><u>Parental Involvement</u></b></p> <p>Attendance numbers at events will be examined to see what time/topic draw the largest groups of parents. Math and Literacy PI events will be paired with Buddies Breakfast in an effort to increase attendance.</p> <p>Attendance for Math and Literacy Nights in the 2014-15 sy was divided by the number of students in attendance at the time. Results showed 9% of students had family representation for Literacy Night and 8% for Math Night. The same method will be used for these activities in the 2015-16 school year. A comparison of the two years will be made to calculate the effectiveness of pairing the events with Buddies Breakfast.</p> <p>At the introduction of each event, a statement will be given describing the purpose and benefits of the PI activity.</p> <p>Attendance report will be done by the TRT and will be completed by May 2016.</p> <p>All ticket out the door surveys will include a section for input. The chairperson of the PI activity will evaluate these and a report will be given to the TRT.</p>		
<p><b><u>MHP Evaluation Form</u></b></p> <p><b>*MHP Individual Program</b></p> <p>Students who are involved in the MHP program by the end of the first nine weeks will be scored using the “Behavior Rating Scale for MHP Services.” This screener contains eight areas rated on a scale of 1 to 7. Students who remain in the program for the majority of the school year, will be scored again in the third nine weeks and scored will be compared. An increase of 20 percentage points will be considered a success for that</p>		

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<p>student. An overall increase of 80% of students seen will be considered a success for the Individual program. This data will be collected during the first and third nine weeks by the TRT. The final report will be calculated and due by the end of April.</p> <p><b>*MHP school wide Program</b></p> <p>The MHP conducts lessons for all K students weekly. To evaluate the effectiveness of this program, a score was given to each class of students. The instrument used, based on the <i>Teacher's Satisfaction Survey</i>, covered nine areas and was completed by the classroom teacher to rate her overall "feel" of the group of students. An increase of 15 percentage points will be considered a success for that student. An overall increase of 80% of students will be considered a success of the school wide program.</p> <p>To ensure common understanding and rating, all scoring instruments were reviewed with teachers during the September PLC meeting.</p> <p><b>Overall Evaluation</b></p> <p>At the end of the school year, the MHP will complete an analysis using the "Outcome Measurement Data" for MHPs notating those students that increased, decreased or remained the same on DIBELS Next for spring and notating the same categories for 2<sup>nd</sup> and 3<sup>rd</sup> quarter grades. Discipline referrals will also be calculated from 1<sup>st</sup> to 3<sup>rd</sup> quarter. The JPams <i>report Number of Referrals by Month</i> will also determine if the percent of referrals decrease. We will compare the number of referrals from the fall (August through December) to the spring (January through May). We will divide the number of referrals in each time frame by the total number of referrals for the year to calculate the percentage. A decrease of 10% will be considered a success.</p>		
<p><b><u>Professional Development</u></b></p> <p>The professional development program will be evaluated by comparing the beginning of the year SLTs to end of the year SLTs. This will be collected by the teachers and principal. The professional development program will be evaluated by the number of teachers who reach a 3 or 4 rating on their end of the year SLTs. 80% of teachers reaching a proficient or higher (3 or 4) will be used to determine if the program is a success.</p>		

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<p>Report is due to principal by May 2016.</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>?          The Title 1 committee will meet in May after all evaluation results are compiled. The committee will analyze, reflect, and determine changes to be made the following school year. Minutes of the meeting will be recorded.          *The results of the evaluations will be reported to the faculty at the first meeting of the year by the principal.</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>HOW</u></b> are the <b><u>results of the assessment REPORTED</u></b> to the <b><u>PARENTS</u></b>?          The results of the program evaluation will be reported (through a power point presentation with handouts available) to the parents by the principal at the Title 1 informational meeting in the fall. Parents will also be informed of the evaluation results through the posting of information on the school web site. When the program design for the upcoming year is explained after the evaluation is presented, changes in the plan due to evaluation results can be highlighted and discussed.</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>