

Lyon Elementary
PreK-3rd
Jeanine Barnes
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>																								
STRENGTHS		DATA SOURCES																								
Based on <u>Dibels</u> assessments, <u>Kindergarten</u> benchmark from fall to spring increased by 14% in 2014-2015. Second grade benchmark from fall to spring increased by 2% from fall to spring.	1	DIBELS scores 2014-2015																								
<p>CRT index shows an increase of 3.9 points in <u>science</u> from 2013-2014 to 2014-2015, however there is still a decline of 20.8 points over the past six years.</p> <p>CRT index shows two years growth of 6.3 points in <u>math</u> from 2012-2013 to 2013-2014, however, a decline of 4.8 points was noticed due to new state testing format.</p>	2	iLeap scores/ CRT Spring 2015/ PARCC scores <table style="margin-left: 40px; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>Science</u></th> <th style="text-align: center;"><u>Math</u></th> </tr> </thead> <tbody> <tr> <td>•2009</td> <td style="text-align: center;">104.2</td> <td style="text-align: center;">102.8</td> </tr> <tr> <td>•2010</td> <td style="text-align: center;">92.7</td> <td style="text-align: center;">95.3</td> </tr> <tr> <td>•2011</td> <td style="text-align: center;">89.6</td> <td style="text-align: center;">96.0</td> </tr> <tr> <td>•2012</td> <td style="text-align: center;">80.8</td> <td style="text-align: center;">81.0</td> </tr> <tr> <td>•2013</td> <td style="text-align: center;">86.9</td> <td style="text-align: center;">85.8</td> </tr> <tr> <td>•2015</td> <td style="text-align: center;">79.5</td> <td style="text-align: center;">87.3</td> </tr> <tr> <td>•2015</td> <td style="text-align: center;">83.4</td> <td style="text-align: center;">82.5</td> </tr> </tbody> </table>		<u>Science</u>	<u>Math</u>	•2009	104.2	102.8	•2010	92.7	95.3	•2011	89.6	96.0	•2012	80.8	81.0	•2013	86.9	85.8	•2015	79.5	87.3	•2015	83.4	82.5
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<u>Hispanic subgroup</u> achievement gap decreased 1.1 points in ELA and 13.8 point in math from 2013-2014 to 2014-2015.	3	iLeap scores/ CRT Spring 2015/ PARCC scores 2013-2015																								
93% of the Title I EOY <u>parent survey responses</u> indicate <u>high satisfaction</u> in the area of teacher response time and 94% of parent survey responses indicate awareness in parent’s right to know about the qualifications of their teacher, which is an increase of 4% from 2013-2014.	4	Spring 2015 Title I Parent Survey compared to Spring 2014 survey																								
Over 60% of students serviced by the <u>MHP</u> did not decline ELA or math academic achievement in 2014-2015.	5	MHP cumulative log/ report card grades 2015-2016																								

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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
Based on <u>Dibels</u> assessments, <u>First grade</u> has the highest percentage of at-risk students, 29% and the lowest percentage of benchmark students, 58%. Benchmark students declined 18% from fall to spring in 2014-2015.	1	DIBELS scores 2014-2015
CRT index shows decline of 25.9 points in <u>social studies</u> from 2013 to 2014. Although there was a 5 ½ pt increase from Spring 2014 to Spring 2015, we remain 21.4 points lower than the Spring 2013 scores.	2	iLeap scores 2012-2014/ CRT Spring 2015 2012 69.6 2013 96.6 2014 70.7 2015 75.2
<u>Black subgroup</u> achievement gap increased a total of 21.8 points in ELA and 25.3 points in math from 2012-2013 to 2014-2015. <u>Students with disabilities</u> subgroup achievement gap increased a total of 8.6 points in ELA and 18.5 points in math from 2013-2014 to 2014-2015.	3	iLeap scores/ CRT Spring 2015/ PARCC scores 2012-2015
<u>Parent survey responses</u> indicate a <u>weakness in parental feedback</u> involving the Title I program with a score of 61%.	4	2015 Title I Parent Survey
<u>Second grade suspensions</u> increased 2.1% from 2012-2013 to 2014-2015.	5	District Discipline Report 2012-2015

GOALS

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
GOALS
1 By May 2016, 75% of first grade students will be benchmark in DIBELS.
2 By May 2016, the CRT index will increase from 75.2 points to 82.7 points on the state test in social studies.
3 By May 2016, the achievement gap in the black subgroup will decrease 2.6 points in ELA and 3.5 points in math and students with disabilities will decrease 4.3 points in ELA and 4.6 points in math.
4 By May 2016, at least 90% of all parents taking part of the Title I Parent Survey will understand how to provide feedback for the Title I program.
5 By May 2016, the MHP logs and report cards will indicate and increase from 60% to 70% of students receiving services will show improvement.

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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 89%

- 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.

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

<p><i>PLC</i>-(be sure to mention personnel involved in this activity, i.e. Instructional Coach, substitutes, presenters, schedules etc.)</p> <ul style="list-style-type: none"> • Focus on assessment and ongoing data analysis • Literacy teacher: Brigitte Magee facilitates some PLC sessions and works with teachers to support the SIP goals. • Meet 14 times a year • Each grade level, with supporting personnel, meet for 90 minutes • Seven substitutes for each session of PLC • Focus on assessment with 2nd and 3rd grade book study of <i>Classroom Assessment: What Teachers Need to Know</i>. 	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> <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"> - Substitutes salaries and benefits - Supporting material and supplies for teachers - Book study subject: <i>Classroom Assessment: What Teachers Need to Know</i>
<ul style="list-style-type: none"> • Brigitte Magee, our instructional coach, facilitates some PLC sessions and works with teachers to support the SIP goals. • Mentoring teachers • Modeling lessons, providing necessary follow-up and one-on-one assistance required to implement and sustain effective 	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I 	<p>Item(s) to be purchased to support this activity: Salary and Benefits for this teacher.</p>

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<p>instructional strategies grounded in research-based literacy strategies</p> <ul style="list-style-type: none"> • Provide whole group instruction modeling for teachers appropriate research-based literacy across the curriculum (comprehension, vocabulary, writing across the curriculum, motivation and engagement, word identification and fluency) • Provide job-embedded professional development through coaching and faculty study groups that support the successful implementation of effective teaching focused on improving student learning • Facilitate faculty study group collaboration bimonthly to focus on disaggregated student data to determine and prioritize teacher learning needs, to monitor student progress and plan for individual student intervention. • Data-Driven Decision Making by collecting documentation and conducting classroom observations to provide formative evidence required to allow adjustments to be made in the program direction as needed. • Assist with DIBELS Assessment and analyzing DIBELS data • Participate in ongoing professional development activities for Title I Literacy Teachers and Interventionists • Support teachers in integrating technology use across the curriculum to support literacy strategies and instruction • Plan Summer Professional Development Trainings/Retreats for the Title I schools • Submit Programmatic Reports through Blackboard electronically with an activity log summarizing and reflecting upon the activities accomplished each month. 		
<p>Professional Development Outside of PLC</p> <ul style="list-style-type: none"> •Faculty meetings for parish and state mandated trainings •Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED 	<p>10. BUDGETS used to support this activity:</p> <p style="padding-left: 40px;"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II </p>	<p>Item(s) to be purchased to support this activity:</p> <p style="padding-left: 40px;">-B Days for learning walks and 3rd grade teacher</p>

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<ul style="list-style-type: none"> •After-school, before school, and district sponsored professional development •Additional teachers at Design Team workshops: Donna Hardee, Kathy Guidry •Learning walks •3rd grade teacher collaboration with Pine View 	<p style="text-align: center;"> <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other </p>	<p style="text-align: center;">collaboration with Pine View</p>
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5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:

Lyon Elementary aggressively seeks the most highly qualified applicant(s) at transfer and job fair by engaging in recruitment activities such as: student-teacher fairs at area universities, student-teacher supervision program partnership with ULL, University of Phoenix, and Southeastern University, partnership with area high-school students interested in careers in education.

<p>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>		
<ul style="list-style-type: none"> • Parents will be involved in the design of the Title I school-wide program through PTA Board Meetings in the Spring 2015 and monthly Parent Involvement Committee Meetings (agendas and sign in sheets serve as documentation). The Title I program is an on-going fluid work in progress with updates and changes based on parent input as well as all stakeholder input. • Parent opinion will be involved in the implementation of the Title I school-wide program through attendance at the Parent Involvement Committee meetings and participating in parent involvement events (sign in sheets and minutes of meeting serve as documentation). • Parents will evaluate the Title I school-wide program through "tickets out the door" and event feedback; also Title I Parent Survey in the spring. 	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;"> <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 checked="" type="checkbox"/> Other </p>	<p>Item(s) to be purchased to support this activity:</p> <p style="text-align: center;">-Materials and supplies to support PI activities and refreshments</p>

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<ul style="list-style-type: none"> •Parents will participate in EOY program evaluation in Spring 2015 (See Section 11 of this SIP) •Parents will recommend changes to Title I program based on personal opinion and experience. (See first paragraph above.) 		
<ul style="list-style-type: none"> ○Parent Involvement Policy/compact; Planning: 8/2015 Review/Revision March 2016 Evaluation: 5/2016 ○PI Plan Planning: 4/2015 Evaluation: 5/2016 ○School Improvement Plan Planning: 11/2015 Evaluation: 5/2016 ○PI Committee Meetings: Lyon Lagniappe: 11/2015 PBIS: monthly 2015/2016 Leadership: monthly 2015/2016 Parent Resource Meetings: 8/2015, 12/2015, 2/2016, 5/2016 	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> ___ Title I <u> X </u> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other 	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> - Refreshments at parent resource meetings 2/2016 and 5/2016
<ul style="list-style-type: none"> ◆Parents will be informed about the Title I school-wide program via monthly newsletter articles, website, PAWS from the Principal, PI video on the school’s homepage, “Robo” calls, and English/Spanish Home School Connections. 	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> ___ Title I <u> X </u> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money <u> X </u> Other (PTA) 	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> -Newsletter and brochure printing -Webmaster stipend -
<p>Parents will be informed about curriculum, student progress, assessment, and proficiency levels through daily communication binders, monthly newsletter articles, DIBELS scores (3x per year), school report cards and performance scores. Student test grades are sent home in Cub Roar every Thursday and curriculum is</p>	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> <u> X </u> Title I <u> X </u> GFF ___ SRCL ___ Title II ___ LA4 	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> - Newsletter printing - Binders, sheet protections, zipper pockets for communication

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<p>taught and navigated at Open House and Lyon Lagniappe.</p>	<p><input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other (PTA)</p>	<p>organization. - Cub Roar signature page</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>- Progress Review and Intervention Meeting services with Elena Dieck</p>	<p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies-GFF Postage-</p>
<p>NNPS-The school is a member of the National Network of Partnership Schools sponsored by John Hopkins University. The school has access to a wide variety of ideas to improve parental involvement and interest in the education of their children.</p>	<p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other.</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Membership in NNPS</p>
<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>10. BUDGETS 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>-Refreshments -Materials/supplies -Brochure printing</p>
<p>◆ Parents are <u>called and/or written inviting</u> them to attend to all educational, decision-making conferences. Meetings are scheduled around parent availability. If parents are unable to attend, phone conferences are conducted.</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</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Ink and paper for printing.</p>

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<p>◆ Specific decision-making opportunities for parents:</p> <ul style="list-style-type: none"> ▪ SAT meetings ▪ IEP meetings ▪ Documented Parent Conferences ▪ Parent Committee Input ▪ Office Suggestion Box ▪ ESL Progress Meetings 	<p>___ Title II ___ LA4 <input checked="" type="checkbox"/> IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Printed and distributed forms.</p>
<p>◆ Specific training activities:</p> <p><u>Meet and Greet Informational Event</u>- 8/5/2015- Parents will receive information on the curriculum, maintaining communication with the teacher, establishing partnerships with school, the PBIS model, and procedures and policies.</p> <p><u>Lyon Lagniappe Math and ELA Event</u>- 11/12/2015- Parents and students learn curriculum specific strategies for reading, math and language for better understanding of skills and concepts through hands-on tasks and partner activities.</p> <p><u>DIBELS Brunch</u>- 9/25/2015- Parents will learn how to read the DIBELS Reading Assessment scores and how to assist their child at home with areas of weakness or needed reinforcement in reading skills.</p> <p><u>Science Day</u>- 3/18/2016- Parents will learn science and math standards from Pre-K through 3rd grade as they participate with their children in real-life, hands-on applied science and math activities that are aligned with the standards.</p> <p><u>SOAR Forums</u>- 1/25/16; 5/11/2016- Students who qualify will work with their parents to learn how to interpret their DIBELS scores, accelerate their learning, improve their writing and enrich their reading.</p> <p><u>Parent Information Night</u>- 5/10/2016- An informational night with community speakers is designed to increase parent awareness and knowledge of various topics to improve both parenting skills and student success.</p>	<p>10. BUDGETS 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>- Materials and supplies to support PI activities and refreshments. - Flyers, agendas, and school maps for events.</p>

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<p>◆ Communicating with Parents:</p> <ul style="list-style-type: none"> ○ Daily Take-Home binders – uniformity/pockets ○ Title I Plan, School-wide data posted on campus ○ Weekly Cub Roars ○ Monthly Newsletters ○ RoboCalls – as needed (average 2X/month) ○ Teacher phone calls-documented in journals ○ Teacher Conferences-documented on forms/filed ○ Principal Memos-as needed (average 1X/month) ○ Home/School Connections (English & Spanish) ○ Teacher Web 	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other(PTA)</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <ul style="list-style-type: none"> -Newsletter and brochure printings -Webmaster Stipend -Teacher Web –to be paid using Instructional funds when invoiced -Binders, sheet, protectors, zipper pockets -Cub Roar signature sheet
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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</p> <ul style="list-style-type: none"> ○ Head Start tour and visit: Students attending Head Start may see the school and tour upon request. Parents may schedule a visit with the Principal. School Personnel attends Head Start Parent Meeting in the Spring before registration. ○ Kindergarten/Pre-K Orientation- two days set aside after the opening of school for 1 – 12 but before K/Pre-K attend for distribution and dissemination of information and processes. ○ Transitions meetings for Special Needs students ○ New Student Open House- August 2016 for grades 1 -3 before opening day. 	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> -Refreshments or Head Start children

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<p>Outgoing students</p> <ul style="list-style-type: none"> o Third graders visit and tour Pine View Middle School o Transition meetings for Special Needs students with all feeder schools. o Third grade/Fourth grade teacher collaboration and snapshots. 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>-B Day for Third Grade teacher substitutes -Bus for trip to Pine View Middle School</p>
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<p>8. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?</p>		
<ul style="list-style-type: none"> • Teachers are expected to participate in Professional Learning Community 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 PM these students to ensure interventions/lessons are addressing student needs • Tutors instruct students based on DIBELS Burst Curriculum and PM students to determine growth and grouping. 	<p>10. BUDGETS used to support this activity:</p> <p><u> X </u> Title I <u> X </u> GFF ___ SRCL ___ Title II ___ LA4 <u> X </u> IDEA ___ Title III ___ Bond Money <u> X </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>-substitutes and benefits -B days -Materials and supplies for interventions -T-1 substitutes and benefits for DIBELS subs</p>

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<p>9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES: What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.</p>		
<p><u>Mental Health Providers</u>-(please adjust to fit your school's MHP plan) MHP: Due to the transient and often unstable environments that many of Lyon Elementary 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 (Jeanine Barnes) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Kristi Cato 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: <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: MHP Salary and Benefits</p>
<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u></p> <ul style="list-style-type: none"> oDevelopment of Tiered Positive Interventions for students and staff and delegation for implementation oPBIS plan on file oSchool Skills oCheck in/check out oCharacter Trait Training oSpecific counseling lessons, such as problem solving, team work, bullying, and conflict resolution. 	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other(PTA)</p>	<p>Item(s) to be purchased to support this activity: -printing -items for Roar Store -Lyon T-shirts -behavior and incentive apps</p>

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<p><u>Instructional Program Enhancements</u></p> <p><i>Interventionist name and description goes here</i> Title I Para: Rebecca Nelson Kindergarten and First grade DIBELS Burst small group tutoring, and computer lab classes</p> <p>Literacy Interventionist: Erica Marion DIBELS Burst and data tracking SOAR Para: Cindy Lester: Second and Third Grade higher achieving students Title III ESL Para: Nicole Meyers – K – 3rd ESL Tutoring Title III ESL Para: Janine Rowell – K-3rd ESL Tutoring</p>	<p>10. BUDGETS 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>-Salaries and benefits for: Becky Nelson, Erica Marion, Cindy Lester, Nicole Meyers, Janine Rowell -Burst Intervention licenses -Substitutes to allow teachers to benchmark test for DIBELS</p>
<p><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u></p> <p>SOAR – This is a Pull-out program in second and third grades for students who are scoring already at benchmark on Dibels and who should receive enrichment in the areas of non-fiction text and vocabulary to support the science and social studies curriculum. Students are Progress monitored by Dibels benchmark Testing. The students’ growth is partially measured by a school-created PARCC like Pre and Post Test. Coordinator is Cindy Lester; Test was created by Brigitte Magee, Instructional Coach.</p> <p>My Reading Coach – This is a Pull-Out tutoring program in first through third grades for students who are scoring in the very low range of Intensive on Dibels. It focuses on phonics, fluency, comprehension, vocabulary, grammar, and meaning. Students are progress monitored by Dibels benchmark scores. The program will be evaluated by Dibels Spring scores. Tutors are A. Englande, C. Stafford, and V. Jennings.</p>	<p>10. BUDGETS 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 checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other(ROUF)</p>	<p>Item(s) to be purchased to support this activity:</p> <p>-in addition to salaries and benefits for the above listed personnel, materials and supplies to support each program enhancements -salaries and benefits for My Reading Coach tutor: Title I Tutor -in addition to salaries and benefits for the above listed personnel, materials and supplies to support each of program enhancements: non-fiction books for all grade levels, tracking materials such as binders</p>

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<p><u>Tutoring:</u></p> <p>Students are identified using DIBELS assessments and teacher recommendations. Every identified student will be progress monitored every ten days by the classroom teacher or DIBELS Burst tutor. This may require students to change intervention groups. Each grade level’s intervention schedule is organized so that all children are receiving small group instruction at the same time. Ex: A class of 20 might have 2 Burst groups, 1 PR/MRC group, 1 SOAR group, and a teacher group. The teacher group uses LION (Non-fiction test). The program effectiveness will be evaluated using DIBELS assessments, mid mastery SLT assessments, and EOY SLT assessments.</p> <p>DIBELS Burst – This is a Push-in and/or pull-out tutoring program in Kindergarten through Third grades. These tutors are, Victoria Jennings, Sherri Stafford, and Allison Englande. Students are progress monitored by Dibels benchmark scores. The program will be evaluated by Dibels Spring scores.</p> <p>My Reading Coach/Small group- This is a pull-out tutoring program for students who are not making progress using Burst. The tutors are listed above as the Burst tutors since their responsibilities vary and are indicated through their tutoring logs.</p> <p>ESL – This is a Push-in tutoring program in Kindergarten through Third Grade. Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion setting. This program is evaluated through the ELDA survey. The tutors are Nicole Meyers and Janine Rowell.</p>	<p>10. BUDGETS used to support this activity:</p> <p><u> X </u> Title I <u> </u> GFF <u> </u> SRCL <u> </u> Title II <u> </u> LA4 <u> </u> IDEA <u> X </u> Title III <u> </u> Bond Money <u> X </u> Other(ROUF)</p>	<p>Item(s) to be purchased to support this activity:</p> <p>-in addition to salaries and benefits for the above listed personnel, materials and supplies to support each program enhancements -salaries and benefits for Dibels Burst tutors: Victoria Jennings, Sherri Stafford, and Allison Englade -salaries and benefits for ESL Paraprofessionals: Nicole Meyers and Janine Rowell</p>
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<p><u>Technology Resources and Personnel (include names):</u> <u>General Technology</u> to increase engagement: Activboards, printers, laptops, toner, installation of equipment, docucameras, brainpop Jr., Worldbook online, individual classroom websites, pens, wands, projector bulbs</p> <p>Technology personnel: Scott McGinnis once a week</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other (PTA)</p>	<p>Item(s) to be purchased to support this activity: Activboards, printers, laptops, toner, installation of equipment, docucameras, brainpop Jr., Worldbook online, individual classroom websites, pens, wands, projector bulbs -Tech salary and benefits -Online technology programs -lab maintenance, upgrading, and toner</p>
<p><u>Technology Interventions/Progress Monitoring</u> DIBELS Burst interventions, DIBELS Burst progress monitoring, weekly computer lab following technology curriculum on Guaranteed Curriculum</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: -BURST licenses and Kits -Online technology programs-WorldBook Online, BrainPop -lab maintenance, upgrading, and toner</p>
<p><u>Special Education Subgroup Data</u></p> <p>Percentage of school SPED: 18%</p> <p>39.3% Math and ELA proficiency</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 checked="" 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: Special Ed ipads, computers, and mini-ipads. Grants: for mini-ipads.</p>

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<p><u>Special Education Program Design</u></p> <p>Our school provides a total inclusion opportunity so that students can learn in the least restrictive environment. The Special Education Program design is driven by the Student’s individual IEP goals and objectives.</p> <p>-Inside regular class 80% or more of the day – 59%</p> <p>-Inside the regular class no more than 79% of the day and no less than 40% of the day – 22%</p> <p>-In the regular class less than 40% of the day – 15%</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 <input checked="" type="checkbox"/> IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>-Salaries and benefits for Special Ed teachers and Paraprofessionals</p>
<p><u>Classroom Size Reduction Teachers</u> (if applicable)</p> <p>Claire Sharp: Title I WIN Teacher; first grade; class size of 20; to alleviate number of students in first grade classes to increase student success and lower student to teacher ratio in a grade where reading and writing foundations are mastered</p>	<p>10. BUDGETS used to support this activity:</p> <p><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:</p> <p>-Salaries and benefits for the teacher</p>
<p><u>Curriculum Enhancements</u></p> <p>To enhance Social Studies student achievement teachers will use classroom student sets of Scholastic Magazine for the instruction of Social Studies non-fiction, maps skills, historical and current events. Map skills: world, United States, and Louisiana poster size maps in all common areas to increase geographical skills</p> <p>Kids in Transition tutor</p>	<p>10. BUDGETS used to support this activity:</p> <p><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:</p> <p>-Scholastic Magazine subscriptions -Poster size world, United States, and Louisiana maps -Salaries and benefits for KITS tutor</p>

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10. COORDINATION OF PROGRAMS		
<ul style="list-style-type: none"> •McKinney Vento-All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4 and IDEA •Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program. •Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding. •Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III. •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. •Students in participating schools are entitled to attend 21st Century programs in the afternoons. 	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;"><u> X </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II <u> </u> LA4 <u> X </u> IDEA <u> X </u> Title III <u> </u> Bond Money <u> X </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> •Tutoring •Clothing •School supplies •Field trip fees •MHP services •Community Resource Connections •Meals •Services of the LEP paras •(Nicole Meyers) and (Janine Rowell)

<u>11. HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?</u>		
<p>The Title I Committee meets and discusses all of the following:</p> <p><u>Overall School Performance and the overall Title I Program:</u></p> <ul style="list-style-type: none"> •The school’s performance score, standardized test scores, Dibels scores, ELA and Math SLT scores, and the behavior referral forms are the tracking indicators for the successful implementation of the Title I programs. •Data is collected at specifically indicated times during the school year. (indicated below) •All responsible persons will compile a 	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;"><u> X </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II <u> </u> LA4 <u> </u> IDEA <u> </u> Title III <u> </u> Bond Money <u> X </u> Other</p>	<p>Item(s) to be purchased to support these activities: tutoring, parent involvement, MHP, PD.</p>

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<p>spreadsheet for documentation and comparison/study purposes.</p>		
<p><u>Tutoring programs-</u> Data to be collected, responsible person, timeline for collection, process for calculation <u>Tutoring Programs:</u> All program evaluation to take place in January 2016 and May 2016.</p> <p>●<u>SOAR:</u></p> <p>-MOY/EOY-track number of students whose SLT assessment scores increase from BOY. -<i>Amanda Pritchard, TRT; third grade ELA teachers.</i></p> <p>-EOY- compare the number of students in SOAR who scored at mastery or advanced on LEAP 2016 to same group for PARCC 2015; should be equal to or greater.- <i>Amanda Pritchard, TRT; third grade ELA teachers.</i></p> <p>-EOY-check for increased performance on school-created PARCC-like assessment from BOY. -<i>Amanda Pritchard, TRT; Cindy Lester, SOAR Coordinator.</i></p> <p>●<u>DIBELS Burst:</u></p> <p>-number of students who exit the program intermittently following progress monitoring. <i>Erica Marion, Literacy Interventionist.</i></p> <p>-number of students who exit the program MOY; compare to number who enter MOY. Exiting number should be lower than entering number. <i>Erica Marion, Literacy Interventionist.</i></p> <p>-number of students who perform at Benchmark for EOY- grade level goals are 75% <i>Erica Marion, Literacy Interventionist.</i></p>		<p>Personnel: SOAR: C. Lester (para) Burst and/or small group: E. Marion (teacher) , B. Nelson (para), C. Stafford (tutor), V. Jennings (tutor), A. Englande (tutor). PLC's- B. Magee, Literacy Coach. MHP: K. Cato</p> <p>Instructional Materials and Supplies</p> <p>Dibels Burst Licenses</p> <p>SOAR Materials and Supplies</p> <p>Parent Involvement Materials and Supplies</p> <p>Instructional Materials and Supplies.</p>

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<p>●<u>My Reading Coach/Small group</u>:</p> <p>-number of students who score Benchmark on Dibels EOY. <i>Amanda Pritchard, TRT.</i> number of students who score proficient on EOY ELA SLT. <i>Third grade teachers</i></p> <p>-number of third graders who score proficient on LEAP. <i>Jeanine Barnes, Principal</i></p> <p>●<u>ESL-</u></p> <p>-number of students who score Benchmark on Dibels EOY. <i>Nikki Myers, ESL Paraprofessional</i></p> <p>-number of students who increase on ELDA test beyond level 1. <i>Nikki Myers, ESL Paraprofessional; Elena Deike- ESL teacher.</i></p> <p>- number of students who score at the proficient level on LEAP. <i>Nikki Myers, ESL Paraprofessional; Elean Deike, ESL teacher; Jeanine Barnes, Principal.</i></p>		
<p><u>Parental Involvement</u></p> <p>●<u>Individual Parent Involvement Events'</u> Committees meet following individual events to evaluate the parent feedback forms. Numbers for each event will be tallied; sign-in sheets will be collected; feedback forms and surveys will be collected. All will be filed.</p> <p>➤<u>Meet and Greet Informational Event-</u> <i>To be collected August 2015- Amanda Pritchard, TRT.</i></p> <p>➤<u>Lyon Lagniappe Math and ELA I Family Night-Collecte</u> <i>November 2015- Amanda Pritchard , TRT.</i></p> <p>➤<u>Dibels Brunch-Collecte</u> <i>October</i></p>		

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<p><i>2015, Erica Marion, Literacy Interventionist.</i></p> <ul style="list-style-type: none"> ➤ <i>Science Day-Collected March 2016, Classroom teachers, Amanda Pritchard, TRT.</i> ➤ <i>HOSTS Forums- Collected January 2016 and May 2016; Amanda Pritchard, TRT; Cindy Lester, Coordinator.</i> ➤ <i>Parent Informational Night- Collected April 2016, Jeanine Barnes, Principal.</i> <ul style="list-style-type: none"> ● <i>The Title I School Committee and/or the Title I parenting Committee need to review the Title I Parent Survey results- May 2016, Jeanine Barnes, Principal</i> ● <i>Review the NNPS plan and survey information- April 2016, Jeanine Barnes, Principal.</i> 		
<p><u><i>MHP Evaluation Form</i></u></p> <ul style="list-style-type: none"> ● <i>Check for increased academic performance using Dibels scores, report card grades, SLT Assessments, and LEAP scores for students receiving MHP services. January 2016 and May 2016, Kristi Cato, MHP; Rita Pittman, Assistant Principal</i> ● <i>Check for decreased behavior referrals, fewer classroom disruptions and/or removals, and increased student attendance for students receiving MHP services. January 2016 and May 2016- Kristi Cato, MHP; and Rita Pittman, Assistant Principal.</i> ● <i>PBIS outreach for Tier II and Tier III behaviors associated with MHP needs. Monthly- PBIS Team: Teachers D. Kieffer, L. Hebert, V. Stermer, N. Feast,</i> 		

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<p><i>A. Ellison, S. Anderson, and Assistant Principal R. Pittman.</i></p>		
<p><u>Professional Development</u></p> <ul style="list-style-type: none"> ● Design Team and PLC Committee- meeting notes and sign-in sheets; training attendance documentation and CLU certificates. <i>Collection is on-going; Jeanine Barnes, Principal; Amanda Pritchard, TRT; Brigitte Magee, Literacy Coach.</i> <ul style="list-style-type: none"> ➤ <i>Design Team: Teachers L. Coco, J. O’Berry, D. Neft, M. Pattison, S. Accardo, K. Guidry, D. Hardee.</i> ➤ <i>PLC Committee: Teachers B. Lacassagne, L. Coco, D. Neft, D. Hardee, K. Guidry,</i> ➤ The professional development program will be evaluated using SLT data. All teachers participating in the PD program will be required to keep a spreadsheet with each student listed comparing student beginning or MOY benchmark testing with EOY benchmark testing. ➤ Students meeting their learning target will be considered successful and given a “1”. Those not reaching their target will get a “0”. A percentage of successful students will be determined for each teacher. ➤ These spreadsheets will be submitted to the AP who will enter the % success for each teacher on her spreadsheet. Teachers with a 70% success rate will be given a “1” and the other will receive a “0”. ➤ 85% of the teachers are expected to meet the target set for evaluating the PD program. 		

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<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>FACULTY</u>?</p> <ul style="list-style-type: none"> •All above indicated personnel (<i>presented in large Italics</i>) are responsible for collecting the data, creating the spreadsheets, summarizing the results, and presenting the information to the faculty at the close-out faculty meeting and again at the BOY faculty meeting. •The Title I Committee (<i>R. McMahon, S. Accardo, S. Johnson, S. Dawsey, K. Long, D. Matherne, K. Guidry, A. Pritchard, J. Barnes</i>) will determine the success of the programs to justify spent funds (May 2016) or make recommendations (May or August 2016) for the following year’s Title I expenditures which will include programs and personnel. This justification and/or recommendations will be presented to the faculty. 	<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>Printing and copy paper only.</p>
<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>PARENTS</u>?</p> <ul style="list-style-type: none"> •The Title I Program Evaluation will be reported to the parents via newsletter in May 2016 in the section entitled “Paws from the Principal”. This particular article will also be linked to the school’s website. The evaluation will also presented to the parents at the annual Meet and Greet/Curriculum Night to the parents in August 2016. <i>Jeanine Barnes, Principal.</i> 	<p>10. BUDGETS 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 <input checked="" type="checkbox"/> Other- PTA</p>	<p>Item(s) to be purchased to support this activity:</p> <p>-newsletter printing -Meet and Greet- PI materials and supplies.</p>