

Marigny Elementary School
Pre-Kindergarten-First Grade
Mrs. Leslie Martin
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

1. COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS

<u><i>1a. Results of Comprehensive Needs Assessment</i></u>		<u><i>1a. Measures used to Determine School Needs:</i></u>
STRENGTHS		DATA SOURCES
ELA achievement	1	CRT scores
Math achievement	2	CRT scores
Science achievement	3	CRT scores
Economically disadvantaged subgroup achievement in ELA and math	4	% proficient on data
Black subgroup achievement in ELA and math	5	% proficient on data

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
Social studies achievement	1	Decline of CRT scores
SWD subgroup weakness in math and ELA	2	CRT scores
White subgroup decreased in ELA	3	Decline in CRT scores
	4	
	5	

GOALS

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
GOALS
1 Improve % proficient in social studies achievement
2 HQ teachers maintain high levels of expectations in order to achieve at high levels in ELA and math
3 Improve % proficient in the SWD subgroup in ELA and math
4 Improve % proficient in the white subgroup in ELA
5

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

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

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3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Enter the percentage of your staff that is highly qualified 100%

- The HR department requires that all schools keep a folder on each teacher documenting their HQ status. This information is reported to HR on a spreadsheet at the beginning of each school year.
- 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>Professional Learning Communities (PLCs)</i>- PLCs are scheduled for teachers twice a month on Friday mornings. Principal, Assistant Principal, TRT, and HQ teachers are in attendance. The guidance counselor and pull out teachers present lessons to build character with the students.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Resources and materials to supplement learning</p>
<p>Professional Development Outside of PLCs</p> <ul style="list-style-type: none"> •Faculty meetings for parish and state-mandated trainings •Parish required PD days – Curriculum, Assessment, SpEd, AdvancED •After-school, before-school, and district sponsored professional development •New Teacher Meetings •Learning Walks •Grade-Level Meetings •Guaranteed Curriculum Review •Teacher Surveys •Co-Teaching Trainings/Meetings •Starfish Study Groups 	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" 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, resources and materials needed for teacher and students for trainings and classroom support</p>
<p>LASARD Project Partner School - professional development and meetings held monthly to enhance the quality of education for students with autism and/or atypical behaviors and the typical peers in the inclusion classroom.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4</p>	<p>LASARD support from LSU Human Development Center</p>

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	<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other
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5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS: *See Attached District Plan.*

<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"> •The administrative team meets monthly with the PTA board to plan, implement, and evaluate schoolwide activities. •Host quarterly PTA meetings in the evenings to invite parents to see what is going on at Marigny. Students perform during these events as well as throughout the year at other special events in which parents are always invited. •Parents will participate in surveys in order to provide input regarding their child's education at Marigny. •Newsletters and other documents translated into other languages if needed. <p>◆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, parent meetings, and other parent orientations.</p> <p>◆Parents will be encouraged to participate in decision making opportunities about their child's education. Opportunities include:</p> <ul style="list-style-type: none"> ▪SAT meetings ▪IEP meetings ▪Parent Conferences ▪Parent Committee Work ▪Comments about plans posted on school website 	<p>10. BUDGETS 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 checked="" type="checkbox"/> Other	<p>Item(s) to be purchased to support this strategy/activity: Handouts, materials for activities, student art work, props for performances, copies for surveys</p>

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<p>◆ Starfish showcase, our integrated curriculum night, focuses on helping parents understand the standards and participate in activities similar to those taking place in the classrooms. HQ teachers, students, administrators, TRT, and parents will participate.</p> <p>◆ Communication strategies at Marigny include: monthly newsletter (Starfish Scoop), weekly classroom newsletters, website, communication binders, and school wide ROBO calls.</p>		
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<p>7. TRANSITION: What activities are in planned to transition incoming and outgoing students at your school? Be sure to list <i>at least one</i> for incoming and one for outgoing students.</p>		
<p>Incoming Students During the spring of each school year incoming students as well as current Pre-K students will have the opportunity to visit and tour Marigny Elementary. Prior to the first day of school in August all students are provided with the opportunity to see their classroom and meet their teacher at Meet and Greet.</p> <p>Special Education Teachers hold IEPs for incoming students in the spring.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <u> X </u> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money <u> </u> Other</p>	<p>Item(s) to be purchased to support this activity: snacks</p>
<p>Outgoing students First grade students get an opportunity to visit our feeder school Magnolia Trace.</p> <p>Special Education teachers meet with feeder school teachers and/or administrative team to review IEPs and transition plans to ensure a smooth successful transition to Magnolia Trace.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money <u> </u> Other</p>	<p>Item(s) to be purchased to support this activity: No items need to be purchased.</p>

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8. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?		
<ul style="list-style-type: none"> •Teachers are expected to participate in Professional Learning Community (PLC) sessions and faculty meetings where data is discussed. •Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below). •Teachers are to use the data to develop lessons and interventions for at-risk students •Teachers are to Progress Monitor these students to ensure interventions/lessons are addressing student needs 	10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Item(s) to be purchased to support this activity: substitutes, online resources, and teacher materials
Teachers use a variety of assessments to assess student learning and to inform instruction. Assessments include: DIBELS, beginning-mid-year-end of year assessments, weekly assessments, and anecdotal notes.	10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Item(s) to be purchased to support this activity: Copies of assessments

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.		
<u>Mental Health Providers</u> MHP: Due to the transient and often unstable environments that some of Marigny 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	10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Item(s) to be purchased to support this activity: counseling materials, games needed to assist in counseling services

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<p>varying amounts of time depending on need. The administration (Leslie Martin and Amy Haley) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Amy Haley 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 and benchmark assessments will also occur.</p>		
<p>Positive Behavior Support (PBS) lessons will be taught by HQ teachers, the MHP, the counselor, and other school personnel that emphasize behavioral expectations for all students in all situations at Marigny. HQ teachers and other school personnel will reinforce positive behaviors by using daily, weekly, monthly, and quarterly incentives.</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: prizes for treasure chest, monthly charms, and starrific notepads</p>
<p>Tutoring Programs-Pull out: The librarian will assist in tutoring students along with 4 other adult tutors in order to work on pre-reading skills. 1-Students are identified by DIBELS data and classroom performance. 2-Students are progressed monitored through DIBELS as well as Mrs. Petrie discussing classroom performance with teachers. 3-At each benchmark testing for DIBELS, student's progress is evaluated.</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: materials needed for tutoring</p>
<p>Technology Resources and Personnel: General Technology to increase student engagement. Technology includes: promethean boards, ipads, computers, printers, webpages, Nooks, projectors, and Learn Pads.</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: computers, ipads, ink, cartridges, toner</p>

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2015-2016

<p><u>Special Education Program Design</u></p> <p>This year most of our Students With Disabilities are functioning at a higher level in math than in ELA therefore, they receive small group ELA instruction in the special education classroom and math instruction in the inclusion room allowing team teaching to occur.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Learning materials that enhance instruction in both locations.</p>
<p><u>Student Assistance Team (SAT):</u></p> <p>The TRT, principal, assistant principal, pupil appraisal team, and HQ teachers will meet weekly as the student assistance team to discuss students in need of interventions and ways to support the students in the classroom.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Intervention materials for students, copies and paper</p>

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

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11 HOW ARE PROGRAMS ASSESSED AT YOUR SCHOOL TO DETERMINE EFFECTIVENESS?

<p>The SIP committee and grade level chairmen meet throughout the year to discuss schoolwide programs and activities to determine effectiveness and to assist in planning for the upcoming school year.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>During faculty and PTA meetings the SIP Committee reports the goals of the SIP and the effectiveness of the activities to ensure that students are highly engaged and performing to their highest potential.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>