

**Riverside Elementary**  
**Grades 1 - 5**  
**Mary Lou Jordan**  
**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><b>1a. Results of Comprehensive Needs Assessment</b></u>		<u><b>1a. Measures used to Determine School Needs:</b></u>
<b>STRENGTHS</b>		<b>DATA SOURCES</b>
<p>ELA is a school strength as evidenced by the highest index scores in Spring 2013, with 4th grade having 97.9 points; Spring 2014 with 3rd grade having 74.5 points and 5th grade having 86.0 points and in Spring 2015 with 4th grade having 90.1 points and 5th grade having 84.7 points.</p>	1	<p>CRT scores from 3rd, 4th and 5th grades from Spring 2013, 2014 and 2015</p>
<p>White students are a potential subgroup strength as evidenced by having the highest whole school ELA and Math scores-Spring 2013 ELA at 81 points and Math at 76.6; Spring 2014 ELA at 80.4 and Math at 73.5; Spring 2015 ELA at 75.1 and math at 67.8. Further evidence can be seen by examining the white subgroup in each grade.</p>	2	<p>CRT index scores Spring 2013, 2014, 2015</p>
<p>First grade is a potential strength as evidenced in DIBELS scores. In the 2012-2013 school year, first grade had a 10% decrease in the percentage of at risk students from fall to spring. In the 2013-2014 school year, first grade had a 3% decrease in percentage of at risk students from fall to spring.</p>	3	<p>Spring 2013, 2014, 2015 DIBELS scores</p>
<p>Fourth grade has substantially higher index scores in all subject areas when compared to 3<sup>rd</sup> and 5<sup>th</sup> grade for the Spring 2013 and 2014 index scores. In Spring 2015, 4<sup>th</sup> grade scores were higher in ELA when compared to 3<sup>rd</sup> and 5<sup>th</sup> and higher in math, science and social studies when compared to 5<sup>th</sup> grade.</p>	4	<p>CRT scores and/or PARCC scores Spring 2013, 2014 and 2015</p>
<p>Third grade has shown improvement in all subject areas from Spring 2014 to Spring 2015 with a 4.5 point increase in ELA, a 7.2 point increase in Math, a 17.3 point increase in Science and a 16.7 point increase in Social Studies. Spring 2015 Third grade CRT scores in Math, Science and Social studies are higher than 4th and 5th grade scores in the same subjects.</p>	5	<p>CRT scores and/or PARCC scores Spring 2014 and 2015</p>

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**CHALLENGES**

<u><b>1b. Results of Comprehensive Needs Assessment</b></u>		<u><b>1b. Measures used to Determine School Needs:</b></u>
<b>CHALLENGES</b>		<b>DATA SOURCES</b>
In the subject area of ELA, the Students with Disabilities subgroup has shown an increase in the achievement gap by 17.6 points from Spring 2013 through Spring 2015.	1	CRT scores from Spring 2013, 2014 and 2015 test results
Math is a potential subject area weakness as evidenced by a decline in Whole School scores of 11.2 points since Spring 2013 to Spring 2015.	2	CRT scores from Spring 2013, 2014 and 2015.
Fourth grade Spring 2015 math CRT scores declined by 34.7 points from the Spring 2014 state assessment.	3	CRT scores for Spring 2014 and 2015.
The Spring 2015 Title I Parent survey showed that parental awareness of the Title I programs is at 85%.	4	Title I Parent survey from Spring 2015
Social/emotional behavioral issues are evident due to the large number of behavior intervention plans and safety plans.	5	MHP data and discipline data

**GOALS**

<u><b>1c. Goals based upon Challenges and/or Maintaining Strengths</b></u>
<b>GOALS</b>
1SWD subgroup achievement gap in ELA index score will decrease by 10% or 4.4 points by Spring 2016 state assessment.
2 Math whole school index scores will improve by 10 % or 7.3 points by Spring 2016 state assessment.
3Fourth grade math index scores will improve by 10 % or 7.6 points by Spring 2016 state assessment
4 By May 2016, Riverside will increase the overall parent awareness of the Title I program from 85% to 90% as evidenced by the Title I parent survey.
5 By May of 2016, 10 % of students seen by the MHP will demonstrate reduced behavior referrals as evidenced by behavior referrals data in jpams.

**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 **88%**

- 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.

<b>4. PROFESSIONAL DEVELOPMENT:</b> Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p><b>PLC</b>-(be sure to mention personnel involved in this activity, i.e. Instructional Coach, substitutes, presenters, schedules etc.)</p> <p>A substitute will be provided for teachers to attend PLC meetings; The TRT, Instructional Coach and administration will guide teachers through researching, planning, and implementing research based strategies and interventions to improve DIBELS scores, ELA and Math scores with a focus on RTI and students with disabilities. Teachers will unpack math and ELA standards and become familiar with the curriculum being used to further student number sense and fluency in the subjects. Technology will be modeled as a resource to enhance lessons and to further student engagement. Data will be analyzed to identify strengths and weaknesses in order to design effective lessons. Professional development on Compass, Common Core State Standards and Guaranteed Curriculum will be ongoing.</p> <p>Teachers meet weekly with a focus on examining student work, analyzing data in order to make data driven decisions, review curriculum and assessments while focusing on the alignment to Common Core State Standards.</p>	<p><b>10. BUDGETS</b> 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 type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•substitute salary and benefits</li> <li>•Materials and supplies such as but not limited to, rizograph, copier contract, paper, ink for printer and rizograph</li> </ul>
<p>If you have an <b>Instructional Coach</b>, describe in detail her duties and responsibilities</p> <p>Our Instructional Coach, Tracy Pendry, is utilized to improve student learning by providing instructional support through student centered coaching. She guides and supports teachers in</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Salary and Benefits for this teacher.</li> </ul>

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<p>becoming strong instructional leaders as well as self directed learners. She provides support and guidance in PLC meetings as she helps teachers develop knowledge and skills of current educational topics and research based practices. She provides job embedded professional development through coaching and supports the successful implementation of effective teaching focused on improving student learning. She models lessons and provides follow up and one on one assistance required to implement and sustain effective instructional strategies grounded in research based strategies.</p>		
<p>Professional Development Outside of PLC</p> <ul style="list-style-type: none"> <li>•Faculty in-services for parish and state mandated trainings</li> <li>•Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED, CCSS</li> <li>•After-school, before school, and district sponsored professional development</li> <li>•CCC East meetings with teachers on the East side of the parish with a focus on assessments.</li> <li>•Faculty summer retreat focusing on curriculum.</li> </ul>	<p><b>10. BUDGETS</b> 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 checked="" 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"> <li>•stipends and benefits</li> <li>•staff refreshments</li> <li>•materials and supplies</li> </ul>

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

Riverside strives to attract high quality teachers at District Job Fair by displaying visuals in the form of a computer PowerPoint and/or a display board. These visuals focus on our school, faculty and PBIS expectations. Teacher candidates are also invited to visit Riverside for a tour of our facility.

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<p><b>6. PARENTAL INVOLVEMENT:</b> What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.</p>		
<p>◆ <i>Describe how parents will be involved in the</i>  ○ <i>design,</i>  ○ <i>implementation, and</i>  ○ <i>evaluation of the ENTIRE TITLE I</i>  <i>schoolwide program.</i></p> <ul style="list-style-type: none"> <li>○ Parents will <b><i>be involved in the design</i></b> of the School Improvement Plan through attendance at the Parental Involvement Committee meetings where the plan is reviewed and revised. Agenda and sign in sheets are filed for documentation.</li> <li>○ Parents <b><i>assist in the implementation</i></b> of the plan through attendance at family event planning meetings and working at the events. Sign in sheets and minutes of meeting serve as documentation.</li> <li>○ Parents will <b><i>evaluate</i></b> the school wide program by completing a "Ticket out the door". These comments and recommendations are shared with staff and Parental Involvement Committee and will be kept on file and serve as documentation. Staff readdresses any parental concerns indicated on the evaluation piece. The final evaluation of the SIP will be reviewed with Parental Involvement Committee.</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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>● materials and supplies including but not limited to copy paper, envelopes, folders, pens and pencils, postage, paperclips, staples, tape</li> <li>● printer ink for parenting computer printer</li> <li>● handout materials</li> <li>● student attendance incentive</li> <li>● magazines</li> <li>● stipends and benefits for teachers to attend PI activities</li> <li>● refreshments for parent events</li> </ul>
<p>◆ <i>Include meeting dates for the: planning, implementation, and evaluation of the:</i></p> <ul style="list-style-type: none"> <li>○ <i>Parent Involvement Policy/compact;</i></li> <li>○ <i>PI Plan</i></li> <li>○ <i>School Improvement Plan.</i></li> <li>○ <b>Meeting dates for the planning, implementation, and evaluation of the Parent Involvement Policy/compact; PI Plan and the School Improvement</b></li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p><b>Plan</b>  July 27, 2015  August 21, 2015  September 18, 2015  November 17, 2015  The PI Policy/compact, School Compact and PI Plan need to be revised in the spring when the new application is prepared. In addition the full Title I evaluation is completed in May and parents are invited to the final review meeting before it is presented to the faculty and stake holders.</p>	<p style="text-align: center;">___ Bond Money  ___ Other</p>	
<p>◆ <i>Describe how parents will receive timely information about the Title I program;</i>  ◆ Parents <b>will receive timely information</b> about the Title I program by a Title One video posted on our school website; Title One video shown at Open House; explanation of Title One program at Parental Involvement meetings and at Title One Parental Involvement Committee meetings. Sign in sheets and agendas are kept for documentation.</p>	<p><b>10. BUDGETS</b> used to support this activity:  ___ X Title I  ___ GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money  ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>◆ <i>Describe how parents will be informed of the curriculum, assessments and proficiency levels students are expected to meet.</i></p> <p>Parents <b>will be informed</b> of curriculum, assessments and proficiency levels students are expected to meet at parent focus meetings at the monthly Title I Parental Involvement meetings; parent/teacher conferences, such as but not limited to:</p> <ul style="list-style-type: none"> <li>▪ SAT meetings</li> <li>▪ IEP meetings</li> <li>▪ Parent Conferences</li> <li>▪ Parent Committee Work</li> </ul>	<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>

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<p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p> <p>Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process.</p>	<p><input 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><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: materials and supplies such as copy paper, ink for printers for invitations, agendas, and surveys</p>
<p>○ <b><i>Describe</i></b> how parents will be encouraged to participate in decision making opportunities about their child’s education.</p> <p>Parents <b>will be encouraged to participate</b> in decision making opportunities about their child’s education by inviting parents to attend student performances and family event nights.</p> <p>◆ <b>List</b> specific decision-making opportunities for parents. (For example:</p> <p>○ Parents <b>will be encouraged to participate</b> in decision making</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: materials and supplies such as copy paper, ink for printers for invitations, agendas, and surveys</p>

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<p>opportunities about their child's education through attendance at Title I Parental Involvement meetings, parent/teacher conferences, SAT meetings, IEP meetings and committee meetings. Parents can also contact school personnel through the school website.</p>		
<p>◆ <b><u>Describe specific training activities (at least all 6 from Title I Application PI Plan)</u></b></p> <ul style="list-style-type: none"> <li>○ <b>Meet and Greet</b>, August 5, 2015 Parents and children are invited to meet the teachers and staff. They visit the classrooms and school, are introduced to school wide expectations and are shown a video about the Title I program.</li> <li>○ <b>Parental Involvement Meeting/Building Better Readers/Volunteer Coffee</b>, August 21, 2015. The Title I program is explained to parents, Parents/community members are given information as to ACT 436 Access to the Curriculum, taught questioning techniques to aid students with reading comprehension, confidentiality is discussed as well as the volunteering opportunities available throughout the school</li> <li>○ <b>Reading and Math Night</b>, September 15, 2015. The Title I Parenting Center is open for parents to visit and a homework helps session is held for parents. The parents and children visit different literacy/math stations that focus on fun, engaging ways to do homework and improve student success.</li> <li>○ <b>Parent Focus Meeting</b> prior to PTA, September 21, 2015. Fifth grade parents and teachers discussed the curriculum focus for Math and ELA and end of the year assessments (ACT 436). Special school programs designed with fifth</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> SRCL</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>● materials and supplies including but not limited to copy paper, envelopes, folders, pens and pencils, postage, paperclips, staples, tape</li> <li>● printer ink for parenting computer printer</li> <li>● handout materials</li> <li>● student attendance incentive</li> <li>● magazines</li> <li>● stipends and benefits for teachers to attend PI activities</li> </ul>



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<p>grade in mind are also discussed as well as the transition to Jr. High School.</p> <ul style="list-style-type: none"> <li>○ <b>Parent Focus Meeting</b> prior to PTA, October 19, 2015. Fourth grade parents and teachers discussed the curriculum focus for math and ELA and end of the year assessments as well as technology (ACT 436).</li> <li>○ <b>Parent Focus Meeting</b> prior to PTA, November 9, 2015. Third grade parents and teachers discussed the curriculum focus for math and ELA and end of the year assessments as well as technology (ACT 436).</li> <li>○ <b>Grandparents' Day</b> October 12, 2015 – Grandparents are invited to share in a technology rich lesson with their grandchild/grandchildren. Grandparents are viewed as stakeholders in the community and are encouraged through this program to actively participate in their grandchild's education.</li> <li>○ <b>Access to the curriculum with focus on Science, Reading and Math</b> – December 14, 2015 Parents and teachers discussed the curriculum focus for science, ELA and Math along with discussion of end of the year State assessments (ACT 436).</li> </ul>		
<ul style="list-style-type: none"> <li>◆ <i>List specific Home-School Communication strategies-TEACHERWEB, Nicky's folders, communication binders, agendas, etc.</i></li> <li>◆ School/teacher WebPages, parent/teacher communication, weekly teacher newsletters, agendas, Monthly newsletters, Title I Monthly Home/School Connection letter, weekly communication flyers, Robo calls</li> </ul>	<p><b>10. BUDGETS</b> 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</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>Materials and supplies such as but not limited to, rizograph, copier contract, paper, ink for printer and rizograph</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 - In the Spring of each school year, Riverside holds an open house for new prospective first graders from Little Pearl Elementary, Regina Coli Head Start and local private kindergarten programs. The parents and students participate in an informative discussion on the curriculum and then tour the school, are treated to milk and cookies, and visit the first grade classrooms.</p> <p>At the beginning of the school year Riverside hosts a Meet and Greet evening. Students and parents visit the school to meet their new teachers and attend informational meetings with staff members on current educational topics. Parent invitations/reminders are mailed home, given to students and distributed at registration.</p>	<p><b>10. BUDGETS</b> 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 type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>● Refreshments</li> <li>● copy paper for invitations and mailings</li> <li>● postage</li> </ul>
<p>Outgoing students - In the Spring of 2016, 5<sup>th</sup> grade students and parents will visit Creekside Jr. High to tour the facility and have an orientation. Before the visit, Creekside’s counselor and administration visit Riverside to overview the curriculum, scheduling process with the fifth grade class as well as their teachers.</p>	<p><b>10. BUDGETS</b> 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"> <li>● Transportation to Creekside Jr. High</li> </ul>

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<b>8. USE OF ACADEMIC ASSESSMENTS:</b> How does your school include teachers in decisions regarding the use of academic assessments?		
<p><b>The fundamental question is what are the teachers expected to do with the data they have on their students:</b></p> <ul style="list-style-type: none"> <li>•Teachers are expected to participate in Professional Learning Community sessions and faculty meetings where data is discussed.</li> <li>•Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below).</li> <li>•Teachers are to use the data to develop lessons and interventions for at-risk students</li> <li>•Teachers are to PM these students to ensure interventions/lessons are addressing student needs</li> <li>•Teachers are to provide enrichment for students who score at or above benchmark on assessments.</li> </ul>	<p><b>10. BUDGETS</b> 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 type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Online Subscriptions</li> </ul>
<p><b>Add additional assessment activities as needed.</b></p> <ul style="list-style-type: none"> <li>○ DIBELS – students who are intensive will receive intervention from staff members to improve reading readiness;</li> <li>○ EAGLE – students scoring below level will receive additional support from teacher;</li> <li>○ State assessments – teachers will use data to help guide instruction and differentiation of instruction to meet student need</li> <li>○ Accelerated Reader and STAR – data will be used by teachers to guide student reading level and promote literacy;</li> </ul> <p>Pre and post tests – data will be used by teachers to guide re-teaching, enrichment and intervention</p>	<p><b>10. BUDGETS</b> 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 type="checkbox"/> Other</p>	<p>Salaries and benefits for DIBELS subs</p> <p>Online Subscriptions</p>

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<p><b>9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES:</b> What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.</p>		
<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 Riverside 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 administration (Mary Lou Jordan and Pamela Hester) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Mary Lou Jordan and Pamela Hester 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 State standardized tests such as PARCC, LEAP and iLEAP will also occur.</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 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:  MHP Salary and Benefits</p>
<p><b><u>Positive Behavior Support (PBS) or other Social Curriculum</u></b>  Riverside understands that attendance plays a huge role in the success of students' academic performance. This year students in grades 1 – 5 with less than 5 absences each semester will receive an attendance incentive.</p> <ul style="list-style-type: none"> <li>o Riverside uses Golden Bear stickers to support Positive Behavior. Children are awarded the stickers as incentives for</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money</p>	<p>Item(s) to be purchased to support this activity:  <ul style="list-style-type: none"> <li>•student incentives</li> </ul></p>

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<p>positive behaviors and the stickers are then used to purchase rewards.</p> <ul style="list-style-type: none"> <li>○ 5<sup>th</sup> grade summer packet incentive – this incentive is used due to a decline in student scores from their 4<sup>th</sup> grade scores. The incentive is used to encourage students to score the same or better than their 4<sup>th</sup> grade scores.</li> </ul>	<p style="text-align: center;">___ Other</p>	
<p><b><u>Instructional Program Enhancements</u></b>  <i>Where applicable discuss how your <b>salaried</b> Title I Teachers and Paraprofessionals(Include names) are used to improve the academic performance of lower achieving students (do not include tech paras, CSR teacher or timesheet personnel)</i></p> <p>A full time Title One paraprofessional, Karen McKean, will work in the classroom under the direct supervision of the classroom teacher to support students with lessons and assist with various teacher led lessons to increase student achievement.</p> <p>Instructional Aide, Stephanie Howard, will work under the direct supervision of a classroom teacher, to improve reading and math scores with regular education students as well as students with disabilities.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p style="text-align: center;"> <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:  Salaries and benefits for Karen McKean and Stephanie Howard.</p>

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<p><b><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u></b>  <i>1-How students are identified</i>  <i>2-How students are progress monitored</i>  <i>3-How is the tutoring program evaluated</i></p> <p>Leah Pastoret and Patty Swanson, both certified teachers will work 20 hours per week in pull out tutoring programs.</p> <p><b>Students are identified</b> – Students in 1<sup>st</sup> and 2<sup>nd</sup> grade are identified for support in the Voyager and Reading Coach programs by DIBELS data and teacher observation.</p> <p><b>Students are progress monitored</b> – Students are progressed monitored through the DIBELS program and classroom progress monitoring.</p> <p><b>Tutoring program is evaluated</b> – student success and improved DIBELS and SLT scores are used to evaluate student growth.</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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  Stipends and benefits for Leah Pastoret and Patty Swanson</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 , iPads, flip cameras, digital cameras</p> <p><b>Personnel</b> – Title One computer technician/paraprofessional, Karen McKean, will be re-hired as the part time manager of Riverside’s computer labs. The technician will maintain and troubleshoot the equipment and software in the labs and in the classrooms, most of which is purchased with Title I funds. The paraprofessional will inventory the equipment throughout the school. She will assist the classroom teachers in the coordination and purchasing of software and equipment used for computer assisted instruction in math, language arts, and social studies. The computer technician/paraprofessional will also work with students in the classroom/computer labs and will be under the direct supervision of the</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:  Computers, monitors, activboards and installation, projectors, document cameras, votes, expressions, ipods, ipads, toners printers, replacement bulbs, and RAM for upgrades.</p> <p>Salaries, stipends and benefits</p>

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<p>classroom teacher. The computer lab schedule will be created by the administration at the beginning of the school year. She also comes in before school starts in the summer and begins to set up computers.</p>		
<p><b><u>Technology Interventions/Progress Monitoring</u></b>  <i>List programs and describe how students are selected and monitored for each program listed.</i></p> <p>Accelerated Reader is a computer based program to monitor and measure reading comprehension. All students have access to this program and is monitored by the classroom teacher.</p> <p>Gizmos is a computerized math intervention used in grades 3 – 5. Teachers use the program in either whole group teaching or as an intervention for students who are in need of support.</p> <p>Fast Forward is a language/reading intervention designed to support students with disabilities and as an intervention for students who are in need of support.</p> <p>Earobics is a phonemic/phonics based computerized intervention used to support students who are struggling with basic reading skills.</p> <p>My Reading Coach is a reading program used by special education teachers as well as a Title I tutor who focuses on second grade students. IEP data (if applicable), DIBELS data, and teacher observation is used to identify students at risk.</p> <p>Voyager is a phonemic awareness/reading/writing program used with first graders. A Title I tutor pulls students who have been identified as needing interventions based on DIBELS scores, teacher observation and other data sources.</p> <p>Moby Max is a web based educational program used to enhance curriculum. Students take a placement test and lessons are differentiated to the</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Accelerated Reader and STAR-title I</p> <p>Gizmos-SPED</p> <p>FastForward-SPED</p> <p>MobyMax-Title I</p> <p>Reflex math</p>

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<p>student's needs. Teachers are able to progress monitor a student's growth. Parents can access the program from home to see their child's performance.</p> <p>Reflex math is a program utilized by students who are in the process of being identified with special needs or those who have already been identified. Its purpose is to increase a student's number sense and fact fluency. Teachers are able to progress monitor and graph student growth.</p>		
<p><b><u>Special Education Subgroup Data</u></b></p> <p>One of Riverside's school improvement goals is to decrease the achievement gap in ELA with the subgroup Students With Disabilities. The Students with Disabilities subgroup has shown an increase in the achievement gap by 17.6 points from Spring 2013 to Spring 2015. Our goal is to decrease this gap by 1 point by allowing all students access to the general ELA curriculum.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>Special Education Program Design</u></b></p> <p><i>Answers ranged from total Inclusion to total resource.</i></p> <p>In the 2015-2016 school year, an inclusion model is being used during ELA across all grade levels. Students with disabilities spend time in an inclusion setting, supported by regular and special education teachers and para professionals. For those students who need additional support, continued instruction and interventions are given in a resource setting. A Title I para is used to support students during this time. In addition to above, classroom teachers, with the support of Special Education teachers and paras, give additional intervention</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>



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<p>support during intervention blocks.</p> <p>MAE students are included in the inclusion setting as their behaviors allow. The remainder of the time they are self contained in the MAE setting with a full time para.</p> <p>The Mild/Moderate self contained class supports those students who have multi-layered academic deficits/disabilities. It is multi-grade level self contained setting with two full time paras.</p> <p>Gifted and talented students receive instruction according to their IEP plans. Teachers are shared between schools. An enrichment program is offered for students who could benefit from additional academic enhancement.</p>		
<p><b><u>Classroom Size Reduction Teachers</u></b> (if applicable)  <i>Title I or Title II (include names)</i>  <i>State grade and how data supports this decision</i></p> <p>Fifth grade CRT scores show a decrease in all content area from 4<sup>th</sup> grade scores. Kathryn Milton, a Title II teacher, is used in 5<sup>th</sup> grade to reduce class size in order to give more individualized student attention to improve and maintain 5<sup>th</sup> grade scores.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input 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:  Salary and benefits for Kathryn Milton</p>
<p><b><u>Curriculum Enhancements</u></b>  <i>Field trips, instructional materials and supplies not mentioned previously in SIP</i></p> <ul style="list-style-type: none"> <li>•Riverside has a science club which is sponsored by two certified teachers and a community volunteer.</li> <li>•Fifth grade students, accompanied by teachers, administration and parent chaperones, will visit the State Capitol Building and museums in Baton Rouge. This trip is not only to enhance student knowledge of government, geography and history, but also as an incentive for positive behavior.</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:  stipends, Charter bus expense, Instructional materials and supplies such as globes, timers, electronic pointers, consumable materials; subscriptions to classroom magazines/</p>

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<ul style="list-style-type: none"> <li>•Instructional materials and supplies, such as but not limited to, globes, electronic pointers, timers, consumable materials and subscriptions.</li> </ul> <p>Final Note: The Riverside Title I committee met to address the shortfall in our 15-16 budget and decided to delete from our expenditures the after-school tutoring and Renaissance Learning – Accelerated Reading program.  Our remaining monies will be spent 66% for Technology and 33% for materials/supplies.  The exact amount for the budget will be forwarded by Ms. Hill once all funds have been subtracted for the revision.</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, 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>•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 style="padding-left: 20px;"> <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 checked="" type="checkbox"/> IDEA  <input checked="" 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> <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>The Title I Committee meets and discusses all of the following:  <u><b>For each section below , be sure to include:</b></u></p> <ul style="list-style-type: none"> <li>◆ <i>what data will be collected,</i></li> <li>◆ <i>who is responsible for collecting the data,</i></li> <li>◆ <i>when will it be collected,</i></li> <li>◆ <i>how will it be manipulated and</i></li> <li>◆ <i>who will write the final report.</i></li> <li>•</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <ul style="list-style-type: none"> <li>___ Title I</li> <li>___ GFF</li> <li>___ SRCL</li> <li>___ Title II</li> <li>___ LA4</li> <li>___ IDEA</li> <li>___ Title III</li> <li>___ Bond Money</li> <li>___ Other</li> </ul>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>Overall</u></b>-The school's performance on standardized test scores/ DIBELS scores</p>		
<p><b><u>Tutoring programs-</u></b>  <b>Data to be collected, responsible person, timeline for collection, process for calculation</b></p> <ul style="list-style-type: none"> <li>• <i>the number of students in the tutoring programs who scored at a higher level than they did last year on standardized test scores -</i></li> <li>• <i>Students who moved to Benchmark in DIBELS - End of year DIBELS scores will be used to determine the number of 1<sup>st</sup> grade students who improved from Winter or middle of the year assessments. End of year DIBELS scores will be used to determine the number of 2<sup>nd</sup> grade students who improved from fall. The goal is to have 25% of students show improvement. Title I tutors will determine the percentage of students they have serviced who have met this goal by May 2016 and turn the results in to the TRT. The TRT will write the report and disseminate the information to the administration..</i></li> <li>• <i>the number of students who increased their score on the writing rubric – Leah</i></li> </ul>		

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<p>Pastoret, the Voyager tutor, and Patty Swanson, the MRC tutor will focus on writing as well as reading. These tutors will determine a percentage of students who have increased by 4 points in their writing abilities as evidenced by comparing the beginning of year SLT writing rubric to the end of the year SLT writing rubric score. This data will be collected by the TRT by May 2016. The TRT will write the report and disseminate the information to the administration</p> <ul style="list-style-type: none"> <li>•<i>the number of students who exit from the tutoring program based upon progress monitoring</i> - Based on DIBELS Next Benchmark scores and progress monitoring, classroom teachers and Title I tutors determine who can be exited from the tutoring programs. The TRT will collect the data, write the report and disseminate the information to the administration.</li> </ul>		
<p><b><u>Parental Involvement</u></b>  <b>Data to be collected, responsible person, timeline for collection, process for calculation</b></p> <p><i>Parenting Committee needs to meet to evaluate tickets-out-the door for events</i> -The Parental Involvement committee will meet to evaluate parent comments from parent exit tickets (parent satisfaction, suggestions and comments) after each parental involvement activity and discuss findings with the administration. The TRT writes this report.</p> <p><i>Parenting committee needs to evaluate attendance numbers at events to see what time/topics draw the largest groups of parents</i> - Parental Involvement committee will evaluate the attendance of each Parental Involvement activity to determine what time and/or topics draw the largest group of</p>		

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<p>parents. The results of these findings will be reported to the administration after each activity. The assistant principal will write this report.</p> <ul style="list-style-type: none"> <li>•<i>The Title I School Committee and/or the Title I parenting Committee need to review the Title I Parent Survey results</i></li> <li>•<i>Website responses will be reviewed by the administration.</i></li> <li>•<i>Review the NNPS plan and survey information</i></li> </ul>		
<p><b><u>MHP Evaluation Form</u></b>  <b>Data to be collected, responsible person, timeline for collection, process for calculation</b>  MHP data, in the form of tracking logs, will be evaluated to determine a decrease in the number of referrals. The MHP will be responsible for collecting the data and sharing the information with the administration.</p> <p>The goal is to decrease the number of referrals to in order to increase the amount of time students are in the classroom receiving instruction.</p>		
<p><b><u>Professional Development</u></b>  <b>Data to be collected, responsible person, timeline for collection, process for calculation</b>  •<i>How did the professional development activities at your school translate into student academic success?</i></p> <p>The professional development activities at Riverside will translate into student academic success as teachers put into practice research based strategies and pedagogy. As teachers continue to focus on student engagement and the content and substance of the standards, students will continue to grow academically. SLT</p>		

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<p>data will be used to evaluate the Professional Development activities. The administration will write the final report.</p> <p><i>Minutes from all meetings should be taken and filed so a formal evaluation report can be written.</i></p> <p><i>All meetings must have agendas and sign-in sheets.</i></p>		
<p><b><u>HOW</u></b> are the <b><u>results of the assessment REPORTED</u></b> to the <b><u>FACULTY</u></b>?</p> <p>The Title I Committee/Design Team Committee will review the results of the data analysis and its impact on the use of Title I funds/personnel for the year 2015-2016. The results of the evaluation will be reported to the staff by the administration at the beginning of the 2016-2017 school year and will be reported to parents at each Title One Parental Involvement meeting by the TRT. As needs or changes occur, the Title One Committee will determine how the Title One program currently in place will need to be adjusted. If changes occur, the information will be disseminated to the staff through faculty meetings.</p> <p>After end of year test data is available, it will be determined in what areas Title I tutors and paraprofessionals should work. The Title I tutoring program and The Title I para will be structured to meet this needs. The way the funds are spent for the 2016-2017 school year will reflect the successes and refinements needed as a result of the 2015-2016 evaluation. Parents and other stakeholders will be informed of the changes in the programs when the data is made available.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I</p> <p>___ GFF</p> <p>___ SRCL</p> <p>___ Title II</p> <p>___ LA4</p> <p>___ IDEA</p> <p>___ Title III</p> <p>___ Bond Money</p> <p>___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p><b><u>HOW</u></b> are the <b><u>results of the assessment REPORTED</u></b> to the <b><u>PARENTS</u></b>?</p> <p>The Title I Committee/Design Team Committee will review the results of the data analysis and its impact on the use of Title I funds/personnel for the year 2015-2016. The results of the evaluation will be reported to the staff by the administration at the beginning of the 2016-2017 school year and will be reported to parents at each Title One Parental Involvement meeting by the TRT. As needs or changes occur, the Title One Committee will determine how the Title One program currently in place will need to be adjusted. If changes occur, the information will be disseminated to the staff through faculty meetings; to parents through Parental Involvement Meetings and Title I Parental Involvement Committee Meetings.</p> <p>After end of year test data is available, it will be determined in what areas Title I tutors and paraprofessionals should work. The Title I tutoring program and The Title I para will be structured to meet these needs. The way the funds are spent for the 2016-2017 school year will reflect the successes and refinements needed as a result of the 2015-2016 evaluation. Parents and other stakeholders will be informed of the changes in the programs when the data is made available.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
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