

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Bonne Ecole Elementary



St. Tammany Parish Public Schools

This schoolwide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).

Bonne Ecole Elementary

1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
First Grade consistently decreased the number of Intensive students and each percentage of gain also increased.	Kindergarten consistently had a decrease in the number of students reaching Benchmark from Fall to Spring. 2016-2017 had the largest percentage of students, 32%, decline in meeting Benchmark in Fall compared to Spring.
There were no CRT Assessment Index scores that have been high for the past few years.	The CRT Assessment index of 87.8 in 2016-17 declined by 9.1 points from the previous year.
No significant strength shown by trends of improvement is noted in data. For the past 4 out of 5 years, 4th Grade maintained above average performance. 4th ELA has increased overall by 5.0 points since 14-15; 5th ELA has increased overall by 7.2 points since 14-15; & 6th ELA has increased overall by 4.9 pts.	The Social Studies Index has declined overall since 12-13 for 3rd, 4th, and 5th grades, with 3rd S.S. by 31.9, 4th S.S. by 22.4, & 5th S.S. by 33.4. The Math Index has declined overall since 12-13 for all grades, with 3rd Math declining by 5.1, 4th Math by 16.3, 5th Math by 16.8, and 6th Math by 10.1.
4th Grade ELA remains consistently high compared to others.	5th Grade Math is a potential weakness with Major Content and Mathematical Reasoning/Expressing being the lowest subclaims.
Written Expression is an ELA subclaim strength.	Major Content is a potential subject area weakness in Math. Informational Text is a potential subject area weakness in ELA.
The subgroup that generally scores highest in both ELA and Math Percent Proficiency is the White subgroup.	Students with Disabilities scores lowest in Math and ELA Percent Proficiency consistently each year.
The Hispanic subgroup within the area of Math is noted as a potential strength due to the 13.2% increase in percent proficiency between the years 2013 testing year and 2016 testing year.	The students with disabilities subgroup within the area of ELA percent proficiency is noted as a potential subgroup weakness due to the 9.9% decrease in percent proficiency between 2013 testing year and 2016 testing year.
Economically Disadvantaged achievement gap closed in Math from 14-15 to 16-17. (ED gap in 14-15 was 12.6, in 15-16 was 10.0, and 16-17 was 8.2).	Students with Disabilities in ELA shows an increasing achievement gap since 14-15 compared to the White Subgroup. (SWD gap 14-15 was 31.0, 15-16 was 33.4, 16-17 was 38.1)
A potential strength for Bonne Ecole is within the White subgroup in the area of ELA with proficient scores consistently at 84.9% or higher.	A potential weakness for Bonne Ecole is within the subgroup of Students with Disabilities in the area of Math due to the percentage of proficiency being consistently 57% or below.

Bonne Ecole Elementary

DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data

GOALS

- ***Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.***
- ***Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis***

1. Grades 3-6 will increase Social Studies LEAP scores by 37% in our school CRT scores, which are based on LEAP performance. The 2017 school CRT score was 68.9; this will increase to 94.4 by spring 2018.
2. The percentage of students achieving Mastery and above in Grades 3-6 on the ELA section of LEAP will increase by 10% from spring 2017 to spring 2018.
3rd-54% to 64%
4th-57% to 67%
5th-47% to 57%
6th-57% to 67%
3. The percentage of students achieving Mastery and above in Grades 3-6 on the Math section of LEAP will increase by 10% from spring 2017 to spring 2018.
3rd-51% to 61%
4th-46% to 56%
5th-37% to 47%
6th-56% to 66%
4. Students with disabilities scoring proficiency (Mastery or Advanced) will increase by 10% on Math LEAP scores in grade levels 3-6 from spring 2017 to spring 2018.
3rd-50% to 60%
4th-50% to 60%
5th-31% to 41%
6th-41% to 51%

5.

Bonne Ecole Elementary

2. PARENT AND FAMILY ENGAGEMENT

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS MEASURE
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • PTA Board meetings, Showcase, PTA Meeting Presentations, Open House, Meet and Greet, Fun Run- These set expectations, build community, and provide parental support • PTA board meetings are monthly while general meetings are held 4 times a year. • SIP committee member will present SIP plan and parents will provide feedback before final submission. • The other listed events are held annually • SAT- The team meets to review interventions and educational and behavioral plans for students struggling. SAT meetings occur every Wednesday school wide and approximately every 6 weeks for individual children. • Parents will be presented with strategies to assist their child in the achievement of the goals of the SIP • IEP and 504- The team meets to review evaluations, interventions and educational and behavioral plans for students struggling. These meetings are held once a year and as needed for amendments • Title I committee meetings 	<p>Goal(s): 1, 2, 3, 4</p>	<p>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"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other-PTA 	<p>Items Needed: Title I Compact, Class lists, Sign-in sheets, brown folders, student data from computer based programs (IXL, MobyMax, Achieve3000,) parent conference forms, and event registration forms</p>	<p>Effectiveness Measure: 2018 Parent survey, Title I Compact</p> <hr/> <p>Effectiveness Results:</p>

Bonne Ecole Elementary

<ul style="list-style-type: none"> • Parent conferences-Parent and teachers meet to discuss and set goals and plans for students, including implementation of home support; students, administration, and other staff may also be in attendance; these meetings are held as needed to address needs of students when early signs of struggling occur in order to provide appropriate support. 				
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • Parents will attend PTA Board meetings, PTA Meeting Presentations, Open House, Meet and Greet, Fun Run-Parents are included in the planning and decision making of these events. • PTA board meetings are monthly while general meetings are held 4 times a year. Administration discusses on-going school decisions and provides parents an opportunity to provide input. • SAT Meetings - The team meets to review interventions and educational and behavioral plans for students struggling. SAT meetings occur every Wednesday school wide and approximately every 6 weeks for individual children • IEP and 504 Meetings - The team meets to review evaluations, interventions and educational and behavioral plans for students struggling. These meetings are held once a year and as needed for amendments • Title I committee meetings • Parent conferences - Parent and teachers meet to discuss and set goals and plans for students, including implementation of home support; students, administration, and other staff may also be in attendance; these meetings are held as needed to address needs of students when early signs of struggling occur in order to provide appropriate support. Parents are given the opportunity to provide feedback regarding 	<p>Goal(s): 1,2,3,4</p>	<p>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"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other-PTA 	<p>Items Needed: Computers, accommodation stickers, paper, postage, printing, computer-based programs (Moby Max, FastForward, Achieve 3000, IXL) used in gathering student data 2 Mental Health Providers (SAT team,)</p>	<p>Effectiveness Measure: 2018 Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

Bonne Ecole Elementary

<p>homework, students' grades, and on-going classroom activities.</p> <ul style="list-style-type: none"> • Surveys - Parents communicate concerns and involvement 				
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • PTA meetings (held 4 times a year) and PTA board meetings (held monthly) communicate upcoming assessments, current school goals and strategies, as well as address topics such as homework help. Administration and at least one SIP committee member attend each meeting to deliver SIP plan updates. • Newsletters (PK-2) outlining weekly curriculum goals, activities, and assessments. • Teacher and school websites (all teachers) provide information regarding weekly curriculum goals, activities, and assessments. • Robocalls communicate to parents upcoming school events, state testing, etc. • Student agendas provide home/school communication regarding homework, upcoming assessments, and school events. • School marquee communicates upcoming school events and assessments. • School newspaper provides monthly articles regarding curriculum, school based clubs and upcoming events. • Weekly graded papers folder are sent home every Wednesday by all grade levels to communicate student progress. • JPAMS Student Progress Center is continually updated by all teachers and school-wide deadlines and requirements are implemented. 	<p>Goal(s): 1,2,3,4</p>	<p>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"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other-PTA 	<p>Items Needed: Computers, accommodation stickers, paper, postage, printing, computer-based programs to provide student data (Moby Max, FastForward, Achieve 3000, IXL)</p>	<p>Effectiveness Measure: 2018 Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

Bonne Ecole Elementary

<ul style="list-style-type: none"> • Report cards are sent home quarterly to communicate student progress and possible need for parent-teacher conferences. • Accommodation stickers are used to communicate to other stake holders what accommodations were used and needed for student performance. These are also used as evidence at decision-making meetings, such as IEP and 504 meetings. • Parent-teacher conferences and e-mails among stake holders are held and sent as needed to address areas of concern and areas of strength as they arise. • Behavior point sheets and communication logs - These are used daily throughout the school to monitor student progress towards goals • SAT, 504, and IEP meetings are held to maintain communication concerning progress towards goals with stakeholders. SAT meetings are held every 6 weeks for individual children and 504 and IEP meetings are held once a year and additionally if needed. • Meet and Greet and Open House are held to communicate expectations with parents and provide support to parents. • NPPS - We pay a membership fee to remain members, and it gives us ideas on how to communicate with parents. 				
<p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> • In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4</p>	<p>Items Needed: Computers, Promethean boards, printing parent information packets,</p>	<p>Effectiveness Measure: 2018 Parent Survey</p>

Bonne Ecole Elementary

<p>events, PTA meetings, and other parent orientation meetings.</p>		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Translator</p>	<p>Effectiveness Measure: 2018 Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

Bonne Ecole Elementary

Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.

<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> • K-5 Showcase: This takes place in the spring for all grade levels to communicate with stakeholders the standards and student progress; this is a summation of the year's growth; students present and communicate learning and achievement 	<p>Goal(s): 1,2,3,4</p>	<p>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"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Display board, paper, computers, printing, craft supplies</p>	<p>Effectiveness Measure: 2018 Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> • Open House: This event takes place in the beginning of the school year once the term has begun; expectations, standards, curriculum, computer-based programs, and assessments are communicated and explained in detail with parents at this time. A question and answer session is provided for parents. 	<p>Goal(s): 1,2,3,4</p>	<p>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"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Computers, Promethean, printing school and parent information</p>	<p>Effectiveness Measure: 2018 Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

Bonne Ecole Elementary

<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Meet and Greet: This event takes place prior to the beginning of the school year; expectations, standards, curriculum, computer-based programs, and assessments are introduced to parents at this time. A quick snapshot synopsis of the later is introduced to parents at this time. 	<p>Goal(s): 1,2,3,4</p>	<p>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"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Computers, Promethean, printing school and parent information</p>	<p>Effectiveness Measure: 2018 Parent Survey</p>
				<p>Effectiveness Results:</p>

3. SCHOOLWIDE PLAN STRATEGIES

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*
- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*
- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Guide books 2.0 for ELA 3rd grade-3rd nine weeks 4th-6th grades-2nd nine weeks • Guaranteed Curriculum for all other nine weeks and subject areas and for all grade levels • School-wide writing model- 4 Square Writing is a graphic organizer providing students the structure to identify a main idea and supporting details to guide writing. • School-wide common math plan which includes visual and algorithm problem solving strategies; also Guaranteed Curriculum • Guaranteed Curriculum and Standards are used as resources to provide Social Studies instruction. • Professional Development provides teachers with strategies used in developing differentiated instruction for all learners including students with disabilities and those struggling according to their LEAP scores or DIBELS scores 	<p>Goal(s): 1,2,3,4</p>	<p>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"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Guidebook materials, novels, students sheets, Triumphs box</p>	<p>Effectiveness Measure: LEAP scores, DIBELS</p> <hr/> <p>Effectiveness Results:</p>

Bonne Ecole Elementary

<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • 1st-6th - Common distribution of assessment types in the areas of reading and language arts. The number of assessment types (for instance, the number of cold reads given) are predetermined by administration and are uniform across the grade level. Results are analyzed by teachers when inputting weekly grades. • Student Learning Targets for all grade levels in both ELA and math; social studies and science Student Learning Targets are also used in 5th and 6th grades. Results are analyzed by individual teachers and used by teachers to guide small group instruction addressing student weaknesses. • DIBELS is used in K-3 as a reading assessment. Results are analyzed by teachers and guide formation of small groups addressing student weaknesses. • Grades for grades 1-6, DIBELS for grades K-3, Achieve3000 results for grades 4-6, and previous LEAP scores in grades 4-6 are analyzed and used by teachers to determine class and small group strengths and weaknesses; this guides instruction in whole group and small groups 	<p>Goal(s): 1,2,3,4</p>	<p>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"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Computers, printing school and parent information</p>	<p>Effectiveness Measure: LEAP, DIBELS</p> <hr/> <p>Effectiveness Results:</p>
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Current grades, performance on DIBELS, previous LEAP scores are used to determine interventions. Teachers analyze these and make decisions for intervention in the classroom. • Teacher Assistance Team (TAT) meetings to discuss data and plan for students. Teachers may choose to recommend student to Teacher Assistance Team (TAT); Administration monitors grades and meets with the teacher during TAT to determine an intervention plan for individual students struggling. • Parent requests are also honored for interventions. • Performance on computer-based programs, such as MobyMax, Achieve3000, IXL, and EAGLE are analyzed by 	<p>Goal(s): 1,2,3,4 SS – Teachers are using the school wide writing format the modified four square.</p>	<p>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"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Computers, computer-based programs (MobyMax, Achieve3000, IXL, EAGLE)</p>	<p>Effectiveness Measure: LEAP, DIBELS</p> <hr/> <p>Effectiveness Results:</p>

Bonne Ecole Elementary

<p>individual teachers as well as TAT to determine need for intervention.</p> <ul style="list-style-type: none"> • 1st Grade - Students struggling on class assessments and/or DIBELS as determined by teacher examination of data, are then put into Treasure Triumphs interventions-an intervention program providing extra support to struggling students; it corresponds to the Treasures ELA curriculum. 				
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Breakfast Club (Computer-based instruction, such as MobyMax and IXL); students attend this session before school; it is usually for 15-30 min and typically 5 days a week • KIT tutoring-This is provided for struggling students that also are classified as KIT; tutoring generally happens 1-2 days a week and lasts between 30 minutes and an hour depending on student, student needs, and an age; this can be for any subject, including Social Studies • FastForWord-This is a computer-based program that targets 1-6 grade students struggling typically in Language Arts/Reading; sessions last 45 minutes and occur typically 4-5 days a week. • Achieve3000-This takes place in 4th-6th grade for 20 min.-45 min. (depending on student reading level) 3 times a week • TRIUMPHS -This takes place in first grade and occurs daily for spans of 30-45 min. 	<p>Goal(s): 1,2,3,4</p>	<p>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"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other-McKinney-Vento Funds (KIT tutoring) 	<p>Items Needed: Computers, computer-based programs (such as MobyMax, FastforWord, Achieve3000, IXL, EAGLE), Triumphs kits, Guaranteed Curriculum, KIT tutor</p>	<p>Effectiveness Measure: LEAP, DIBELS</p> <hr/> <p>Effectiveness Results:</p>
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Students are identified by grades, test scores, and/or teacher observations to be needing assistance in at least one area. 	<p>Goal(s): 1,2,3,4</p>	<p>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"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Computers, computer-based programs, student data, printing, parent surveys/teacher</p>	<p>Effectiveness Measure: LEAP, parent survey, MobyMax, FastForward, Achieve3000, IXL, DIBELS, SLT data, EAGLE, JPAM grades</p>

Bonne Ecole Elementary

<ul style="list-style-type: none"> • Students are then sent to the Teacher Assistance Team (TAT). Parent requests may also be made to begin process. • Teacher Assistance Team (TAT) meetings to discuss data and plan for students struggling and includes the teacher and at least one administrator; plan includes classroom and school intervention plans; data is collected by the teacher or computer-based program • Student Assistance Team (SAT) meetings to discuss data and plan for students, which includes multiple stakeholders and includes input from parents; these meetings occur after interventions through TAT have proven to not improve student performance; parent requests are honored; in some cases with great evidence of students struggling or with a medical diagnosis, SAT process begins without TAT • Evaluation process following SAT 		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	surveys, weekly assessments	Effectiveness Results:
<p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</p> <ul style="list-style-type: none"> • The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. • Projects in science and social studies curriculum (which relates to the nonfiction text in these areas) to meet needs of students • Portfolios, which include student work, will be created to track progress • ESL para provides additional Core instruction within the classroom setting. 	Goal(s): 1,2,3,4	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed: Computers (to access LA Connectors Curriculum), computer-based programs (Unique Learning, News 2 You), printing for classroom materials from LA Connectors Curriculum) Portfolios craft supplies for class projects, ESL para	<p>Effectiveness Measure: Alternate Assessment (LEAP Connect)</p> <hr/> <p>Effectiveness Results:</p>

Bonne Ecole Elementary

<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> • Co-teaching model in grades 1-6 with SPED teacher and Regular Ed teacher in classrooms together • Title I paras – go into the co-teaching classrooms to work with students. They work with the following teachers: Whittington, Dussouy, Whittington, Rooks, Stein, Frechette, and Kerlec • PLC’s • Common Planning Times for all grades K-6 with SPED teachers • Instructional Coach for 3rd Grade Math • ROUF tutor- PC lab for Grades 1-6 – Works with students using Fast ForWord five days a week. 	<p>Goal(s): 1,2,3,4</p>	<p>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"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Computers, paras, subs, printing, Promethean boards, online subscriptions, guide books, weekly assessments, make and take materials, adapted novels</p>	<p>Effectiveness Measure: LEAP, parent survey, MobyMax, FastForward, Achieve3000, IXL, DIBELS, SLT data, EAGLE, JPAM grades</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> • Robotics • Band • Chorus • SHINE • Art Club • Newspaper Club • BETA Club • Talented Arts • Breakfast Club (computer based academic intervention) • Junior Auxiliary Day 	<p>Goal(s): 1,2,3,4</p>	<p>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"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Instructional Materials, Craft supplies, printing, computers, online subscriptions</p>	<p>Effectiveness Measure: LEAP, parent survey, MobyMax, FastForward, Achieve3000, IXL, DIBELS, SLT data, EAGLE, JPAM grades</p> <hr/> <p>Effectiveness Results:</p>

Bonne Ecole Elementary

Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:

<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a Mental Health Provider (MHP) will work with students 20 hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Mental Health Provider, printing, incentives</p>	<p>Effectiveness Measure: MHP Effectiveness Chart</p> <hr/> <p>Effectiveness Results:</p>
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Implementation of a schoolwide tiered model to prevent and address problem behavior:

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> Check In, Check Out-Students are paired with a faculty member to set, monitor and reward personal student goals; faculty is there for support and encouragement Behavior charts-Record behaviors, especially specific individualized behaviors Behavior Intervention Plans-Determined by student needs to address very specific behavioral concerns and often involve charts and student chosen rewards Functional Behavior Assessments-Given to teachers, students, and parents to determine the cause of behaviors Positive Behavior Intervention Support Mental Health Provider-A faculty member that is available for regular counseling sessions with some students within the school day Guidance Counselor-Available daily for student support; provides class lessons on various topics, such as sexual abuse and how to build positive relationships 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Mental Health Provider, printing, incentives</p>	<p>Effectiveness Measure: Number of office referrals, Discipline Data</p> <hr/> <p>Effectiveness Results:</p>
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Bonne Ecole Elementary

<ul style="list-style-type: none"> Morning Meetings-4 days a week classes discuss target behaviors and build community, 1 time a week, upper grade levels meet with lower grade levels in the gym to discuss appropriate behavior and recognize student achievement and build community; once a month, upper grade classes buddy with lower grades in individual classrooms to build community and work on appropriate behaviors 				
<p>Strategies for Assisting Students in the Transition from One School to the Next:</p>				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> In school tours-for grades K-1 by individual teachers on the first day of school Meet and Greet in August prior to the first day of school to help familiarize students and parents with the school and faculty Kindergarten Round-up-Occurs in April to introduce prospective kindergarten students and families to school and teachers Departmentalized structure in upper grades to prepare students for the departmentalized structure of junior high Transition visits for Students with Disabilities in the 6th grade to visit their junior high; this occurs at the end of 6th grade (May) in preparation for the following school year 	<p>Goal(s): 1,2,3,4</p>	<p>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"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Bus transportation, printing for flyers to communicate</p>	<p>Effectiveness Measure: LEAP, parent survey</p> <hr/> <p>Effectiveness Results:</p>
<p>High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:</p>				
<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> Analyze data - Determine needs of students based on LEAP and DIBELS scores Sequence curriculum - Collaborate and plan activities that align with activities following the order of Treasures Curriculum posted on Blackboard 	<p>Goal(s): 1,2,3,4</p>	<p>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"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Subs, Make and Take materials, computers, computer-based curriculum (IXL, MobyMax), printing</p>	<p>Effectiveness Measure: COMPASS, snapshot observations, learning walks, SLT scores, JPAM grades, LEAP scores</p>

Bonne Ecole Elementary

<ul style="list-style-type: none"> • Design assessments - Collaborate and align assessment pieces to assessments standards • Collaborative conversations - These occur amongst teachers and can include administration; these focus on math, ELA, and social studies curriculum and instruction; these also focus on differentiation to meet the needs of all learners, including those students with disabilities • Gather resources - Use Blackboard, Achieve3000, IXL and MobyMax lessons and other sources to best meet needs of all students and • All PLCs are focused on meeting goals of improving ELA, math, and social studies LEAP scores and the improvement of the subgroup of students with disabilities' LEAP scores. 		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	materials such as assessments	Effectiveness Results:
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Learning Walks - gather data and analyze; data gathered determines school goals, strengths and weaknesses and guides further professional development; focuses include clear learning objectives and differentiated instruction to address needs of all learners • Faculty meetings - a portion of meetings is used to communicate outcomes and data of LEAP scores, Learning Walks, etc.; meetings also include collaboration for strategies to use in the classroom, especially for interventions of students scoring low on LEAP, DIBELS, or other assessments; strategies also focus on differentiation of instruction for all students and clear objectives • District Professional Development Days (2)-These focus on various instructional strategies, which may include differentiation and instruction on computer-based program (i.e. MobyMax, IXL) • Summer Institute • District Professional Development 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Printing materials, surveys, subs, Make and Take materials, computers, Promethean boards</p>	<p>Effectiveness Measure: COMPASS, snapshot observations, learning walks, Professional Growth Plans, SLT assessments</p> <hr/> <p>Effectiveness Results:</p>

Bonne Ecole Elementary

<ul style="list-style-type: none"> New teacher mentors and after-school meetings to focus on needs of new teachers (individualized for best instructional outcomes) with guidance from veteran teacher 				
<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. Teacher openings are advertised through the district website. District leaders attend local college and university teacher recruitment fairs in the fall and spring. The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites. Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. Placement of Student Teachers from local universities The STAR (Students Teaching And Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools. District Human Resources Coordinator serves as a speaker on college campuses for different education courses. District Human Resources Coordinator serves on various College of Education department committees at local universities. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Computers, printing, surveys</p>	<p>Effectiveness Measure: Transfer Fair positions filled</p> <hr/> <p>Effectiveness Results:</p>

Bonne Ecole Elementary

Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:

<p>Career and Technical Education Programs: N/A</p>	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>
<p>Coursework to Earn Post-Secondary Credit: N/A</p>	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>

Bonne Ecole Elementary

Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

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, IDEA, and McKinney Vento funds.

Food Services:

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

Special Education:

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

English as a Second Language (ESL):

- Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

21st Century Programs:

- Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.

Headstart Preschool Programs:

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SIP Revision

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State's annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- Discovery Walk Committee meets monthly along with peer observations once per nine weeks to collect data. This data will determine effective strategies to assist teachers in Professional Development sessions.

Describe how the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:

- Formal/Informal COMPASS evaluations- by administrators to ensure teachers are provided instruction to meet the needs of all learners in areas such as ELA, math, and social studies; feedback is given promptly so that teachers can make adjustments and refine their self-monitoring to areas identified by administration
- Discovery Walks –Peer observations done with administration as part of the duties of the Discovery Walk Team (a teacher committee team);these are done 4 times a year to monitor teacher instruction, especially in target areas of Social Studies, ELA, and Math as well as how teachers throughout the school are meeting the needs of all learners, including students with disabilities; data is shared with the rest of the teacher staff with a plan to make adjustments and create professional development to address needs of teachers in order to best meet school goals
- DIBELS-this data is collected three times a year in grades K-3; teachers monitor and analyze this data to determine classroom instruction in order to meet the needs of students with disabilities and to increase student abilities in the reading, which will later impact these students' LEAP test scores; processes previously described may be needed for students that show weaknesses on these tests; administration also monitors these scores and determines plans for students.
- SLTs-are monitored by teachers to plan for student needs in the areas of Math (K-6), ELA (K-6), and Social Studies (5-6); these scores may be used during processes described previously for struggling students
- JPAMS grades-are updated regularly by teachers and monitored by teachers to determine if students need to enter the process previously described for struggling students; administration also monitors these grades and the frequency of input to ensure struggling students are identified and receive intervention and to ensure up-to-date communication with parents and students; parents also have access to these grades to monitor them and may also have input into necessary steps to take at school if they deem necessary

Describe how diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, claims/subclaims, and subgroups:

- Determine monthly collaborative discussions and professional development on specific strategies to target school-wide weaknesses

Bonne Ecole Elementary

Describe how results of this assessment are reported to the school's stakeholders:

- School progress report