

**2018-2019
SCHOOL IMPROVEMENT PLAN**

Alton Elementary



St. Tammany Parish Public Schools

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

3/8/2019

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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
<p>Over the past five years, Kindergarten increased DIBELS Benchmark scores by at least 10% each year from Fall to Spring 2018. In 2013-2014 – 53% to 72% In 2014-2015 – 45% to 90% In 2015-2016 – 65% to 75% In 2016-2017 – 59% to 70% In 2017-2018 – 50% to 72% (includes above benchmark)</p>	<p>Over the past four years, 3rd grade had the highest At Risk percentage of students on the DIBELS Next Assessment with percentages between 26-37% At Risk on spring benchmark assessment.</p>
<p>Our highest school index score was the Student Growth to Mastery Index at 91.9 points in 2018.</p>	<p>Our lowest index score was the school Assessment Index in 2018 with a score of 60.4 points.</p>
<p>Since 2016, the 3rd Grade Math Index increased by 11.5 points, and the 3rd Grade Science Index increased by 6 points. Since 2016, the 6th Grade ELA Index increased by 18.7 points, the Math Index increased by 15.2 points, and the Science Index increased by 11.2 points.</p>	<p>Since 2016, all 4th Grade subject indexes have declined, with ELA declining by 22.7 points, Math declining by 8.9 points, Science declining by 14.4 points, and Social Studies by 20.8 points.</p> <p>The overall suspension rate has increased since 15-16 by 3.8%, with PreK increasing by 12.5%, 1st by 5.1%, 3rd by 2.2%, 4th by 3%, and 5th by 10.3%.</p>
<p>The highest scoring grade level in % proficient was 3rd grade in Math and ELA. The highest subcategory in 3rd grade ELA in 2017 was Literary Text (68% proficient) and in 2018 (51% proficient). In 3rd grade Math, the highest scoring subcategory was Major Content (63% proficient), in 2018 the highest subcategory was Expressing Mathematical Reasoning.</p>	<p>The lowest scoring grade level in % proficient was 4th grade ELA and Math in 2017 and 2018. The lowest subcategory in 2017 was Written Expression (32% proficient) and in 2018 the lowest was Vocabulary. In Math in 2017, the lowest subcategory was Expressing Mathematical Reasoning (16% proficient) and in 2018 it was Additional and Supporting Content (17% proficient).</p>
<p>In year 2017, ELA was the highest subject area index across grade levels. 3rd grade - 85.7, 4th grade - 75.2, and 5th grade - 88 points. In 2018, 3rd grade Math (81.1), 4th grade Math (56.7), and 5th grade ELA (80.9) were the highest indexes.</p>	<p>In year 2018, the Social Studies index was the lowest across grade levels. 3rd grade - 43.1, 4th grade - 29.7, and 5th grade - 50.4 points.</p>
<p>In the Hispanic subgroup in 4th grade, Math and ELA scored highest (Math 76.0, ELA 80) . In the Hispanic subgroup in 5th grade, Math and ELA had the highest index scores with Math being 115 and ELA was 90 points.</p>	<p>The Students with Disabilities subgroup was the lowest scoring subgroup in 3rd to 5th grade in both Math and ELA indexes from 2016 to 2018. Points in 2015-2016:</p>

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	<p>3rd math (61.3) ELA (57.5) 4th math (44) ELA (52) 5th math (16) ELA (0) Points in 2016-2017 3rd math (71) ELA (58) 4th math (58) ELA (85.6) 5th math (40) ELA (66) Points n 2017-2018: 3rd math (40) ELA (34.4) 4th math (28.9) ELA (35.6) 5th math (52) ELA (54)</p>
<p>The Hispanic subgroup has increased in Math for 3 consecutive years (from 2016 to 2018) from 80 to 95.8 points. The English Learner subgroup has increased for 3 consecutive years in both ELA and Math from 2016 to 2018 going from 0 to 80 in ELA, and from 0 to 95 points in Math. Our Economically Disadvantaged subgroup has increased in Math for 3 consecutive years.</p>	<p>The Hispanic subgroup has declined for 3 consecutive years in the ELA index (2016 to 2018) from 100 to 79.5 points.</p>
<p>In ELA, the subgroups of English Learners and White have shown a consistent decrease in the achievement gap. The English Learner subgroup decreased their achievement gap from 14 to 0 points. The White subgroup decreased their achievement gap from 15.7 to 14.4 points.</p>	<p>In Math, the subgroups of Black and Economically Disadvantaged showed potential achievement gap weaknesses. The Black subgroup achievement gap in Math increased from 20.6 to 38.5 points. The Economically Disadvantaged subgroup achievement gap increased from 17.1 to 25.7 points.</p>
<p>Math is an area of strength for the subgroup Economically Disadvantaged. The Economically Disadvantaged subgroup has increased from 62.9 to 70.1 points. Math is an area of strength for the subgroup Hispanics. The Hispanic subgroup has increased from 80 to 95.8 points.</p>	<p>ELA is an area of weakness for the subgroup Hispanic. The Hispanic subgroup has decreased from 100 to 79.5 index points from 2016 to 2018.</p>
<p>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 Category/Subcategory 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</p>	

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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*
- *Must Include at Least 1 Subgroup Goal*

1. From Spring 2018 to Spring 2019, 4th grade will increase by 24.4 points on the math assessment index on LEAP 2025 from 56.7 to 81.1.

2. From Spring 2018 to Spring 2019, 4th grade will increase by 5 points on the ELA assessment index on LEAP 2025 from 53.6 to 58.6.

3. From Spring 2018 to Spring 2019, the students in the subgroup, "Students with disabilities," will increase their assessment index on Leap 2025 as follows:

ELA: Increase by at least 8 index points from 42.3 to 50.3.

Math: Increase by at least 9.2 index points from 40.8 to 50.

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
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • PTA Board Meeting Monthly at the beginning and end of the year. SIP is on our school website and opportunities for parent comments. Two parents are on our SIP committee. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Parents take the Title I spring survey and results are used for evaluation. • Results are shared at Open House in August 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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: Paper Ink</p>	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<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"> • PTA involvement, family nights, monthly meetings with parents, and suggestion box. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Paper Ink</p>	<p>Effectiveness Measure: Parent Survey</p>

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		<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		Effectiveness Results:
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> Students use planners each year as a means communication for K- 5th regarding assignments and weekly grades. Teacher webpages, school website, monthly progress reports, monthly school calendar. 	Goal(s): 1,2,3	Budgets used to support this activity: <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	Items Needed: Student Planners Ink Paper	Effectiveness Measure: Parent Survey <hr/> Effectiveness Results:
<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. 	Goal(s): 1,2,3	Budgets used to support this activity: <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	Items Needed: Ink Paper	Effectiveness Measure: Parent Survey <hr/> Effectiveness Results:

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<ul style="list-style-type: none"> 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>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. Include the month that the activity will take place if applicable.</p>				
<p>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 events, PTA meetings, and other parent orientation meetings.</p>				
<p>Parent Family Engagement Activity 1: <u>Literacy/Social Studies Day – Sept</u></p> <ul style="list-style-type: none"> Parents/Families will participate in Literacy Day. All teachers PreK-5th will present a brief overview of the scope and sequence for the school year for ELA and Social Studies to include (ELA/Social Studies block specifics, daily classroom expectations and homework/special projects expectations). K-2nd grade teachers will present Ready Gen and 3rd – 5th will present Guidebooks. Handouts will be provided at the event, sent home with each student the following day and linked to our school website. 	<p>Goal(s): 2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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: Ink Paper</p>	<p>Effectiveness Measure: Exit Ticket Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2: <u>Math and Science – October</u></p> <ul style="list-style-type: none"> Parents/Families will participate in Math and Science Night. All teacher s PreK-5th will present a brief overview of the scope and sequence for the school year for Math and Science to include (Math and Science block specifics, 	<p>Goal(s): 1,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Ink Paper</p>	<p>Effectiveness Measure: Exit Ticket Parent Survey</p>

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<p>daily classroom expectations and homework/special projects expectations). Additionally K-5th grade teachers will present information on selected supplemental Eureka Math strategies; parents and students will rotate to interactive problem solving stations set up in the gym. Handouts will be provided at the event, sent home with each student the following day and linked to our school website.</p>		<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>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> <u>Technology Day – November</u> Parents/Families will participate in Technology Day. All teachers PreK-5th will present a brief overview of the computer based programs for each grade level and subject area to include (individual student reports and after school home access to computer programs. (My Virtual Reading Coach, Ready Gen, Achieve 3000, Code). Parents will visit the computer lab to log on and off programs with the child and visit additional educational websites. Handouts will be provided at the event, sent home with each student the following day and linked to our school website. 	<p>Goal(s): 1,2,3</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: Ink Paper</p>	<p>Effectiveness Measure: Exit Ticket Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 4:</p> <ul style="list-style-type: none"> Coffee With Coach – Once a month Monthly meetings for parents to receive and share information with administration. These meetings will address upcoming events, SIP discussion, Title I, parental concerns and questions, discipline, and curriculum updates. 	<p>Goal(s): 1,2,3</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: Ink Paper</p>	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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<p>Parent Family Engagement Activity 5:</p> <ul style="list-style-type: none"> <u>Social Studies/Cultural Fest – October</u> Parents/Families will participate in standards based activities focusing on cultural awareness in our region. Teachers will present information about different aspects of local culture. 	<p>Goal(s): 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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: Ink Paper</p>	<p>Effectiveness Measure: Parent Survey</p>
<p>Parent Family Engagement Activity 6:</p> <p><u>Test Prep Parents – January</u></p> <ul style="list-style-type: none"> 2 sessions available 1:00 and 5:00 for 3rd – 5th parents Parents will be provided with detailed information (including dates, times, testing schedule) about the LEAP 2025 assessments. Special attention will be given to the LDOE website for updates and parent information. Handouts will be provided at the event, sent home with each student the following day and linked to our school website. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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: Ink Paper</p>	<p>Effectiveness Measure: Parent Survey</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.)*

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
Rigorous, Standards-Based Curriculum: ELA: K-2: ReadyGen, Guaranteed Curriculum K-2 IRLA Curriculum 3-5: Guidebooks, Guaranteed Curriculum Math: K-5: Guaranteed Curriculum, Eureka Strategies	Goal(s): 1,2,3	Budgets used to support this activity: <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	Items Needed: Projectors Paper Ink Printers Computers(Laptops) Books Pencil grips Loose leaf paper	Effectiveness Measure: SLT LEAP 2025 results DIBELS results <hr/> Effectiveness Results:

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<p>Use of Academic Assessments to Improve Instruction: K-2: DIBELS Next(K-3), SLTs, ReadyGen Assessments, Moby Max Assessments, IRLA Assessments, Standards-aligned assessments 3-5: Level-Set tests in achieve, SLTS, Standards-aligned assessments</p>	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity: <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>	<p>Items Needed: Computers(Laptops) Ink Paper Loose leaf paper</p>	<p>Effectiveness Measure: Assessment Scores</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>: Reflex Math, Guided Reading, Project Read, Guaranteed Curriculum</p> <ul style="list-style-type: none"> • Project Read-The Project Read Written Expression curriculum teaches the fundamentals of sentence writing. This curriculum uses 8 unique graphic symbols to illustrate the sentence parts and their function. The instructional strategies blend creative freedom and accuracy with direct multisensory skill instruction. • Reflex Math- is a revolutionary, game-based system that is designed to help students of all ability levels to develop instant recall of their basic math facts (addition, subtraction, multiplication, and division). Students in grades 4-5 receive 45 -60 minutes of instruction daily provided by classroom teachers. • Guaranteed Curriculum – District created curriculum encompassing Math, Reading, Language, Science and Social studies for grades K-5. • Guided Reading- is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can read similar levels of texts. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity: <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>	<p>Items Needed: Computers(Laptops) Paper Pencil Ink Printers Programs Loose leaf paper</p>	<p>Effectiveness Measure: Assessment Scores</p> <hr/> <p>Effectiveness Results:</p>

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<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</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 EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> Project Read, Smarty Ants (K-2), Achieve 3000 (3-5) 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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: Programs Computer(Laptops) Paper Ink Pencil grips</p>	<p>Effectiveness Measure: Program Data</p> <hr/> <p>Effectiveness Results:</p>
<p><i>Interventions for At-Risk Students</i></p>				
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> Standards-based weekly assessments (K-5), SAT referrals, 504 referrals. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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: Paper Ink Pencils Pencil grips</p>	<p>Effectiveness Measure: Assessment scores</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> One fulltime Title I para provides guided reading interventions to grades K-2. One ROUF tutor focusing on Math Interventions for K – 5th and any other student as data indicates. 	<p>Goal(s): 1,2,3</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 	<p>Items Needed: Paper Ink Pencil grips</p>	<p>Effectiveness Measure: Assessment scores</p>

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<ul style="list-style-type: none"> Guided Reading interventions consist of interventions that support the five foundations of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension) and writing that students may exhibit a deficit. 		<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>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"> SAT- Student Assistance Team used to determine the eligibility of special education services for students grades K-5. Based on the district’s Pupil Progression Plan, grade level performance and progress in addition to the school’s established performance guidelines; students not meeting performance guidelines are referred to the school’s SAT process. Teachers must hold an initial parent conference, track individual student interventions and complete an SAT intake packet. During this process students may be referred to the AT which requires in addition to the SAT intake packet a writing sample and a three week trial period 	<p>Goal(s): 1,2,3</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: Paper Ink</p>	<p>Effectiveness Measure: Pupil Appraisal Results</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>Students with Disabilities:</u></p> <ul style="list-style-type: none"> Project Read & Reflex Math 	<p>Goal(s): 1,2,3</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: Paper Ink Computers(Laptops) License for Reflex Math</p>	<p>Effectiveness Measure: Assessment Data</p> <hr/> <p>Effectiveness Results:</p>

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<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • Project Read • IRLA Program 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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:</p> <p>Paper Ink Pencils</p>	<p>Effectiveness Measure: ELPT Assessment</p> <hr/> <p>Effectiveness Results:</p>
<p><i>Support and Extended Learning</i></p>				
<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> • Speech, P.E., Music, Art, Violin, Band, KIT, Library, 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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:</p> <p>Paper Printer Ink Art Supplies P.E. equipment</p>	<p>Effectiveness Measure: Student Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • After school tutoring 3rd -5th grade 2 days per week for 1.5 hours for 11 weeks(6 teachers) 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p> <p>Paper Ink Printers LEAP Prep Math Guides (E-Booklet)</p>	<p>Effectiveness Measure: Student Survey LEAP 2025/ DIBELS data</p>

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<ul style="list-style-type: none"> After school tutoring for 2nd grade 1 day per week for 1.5 hours for 11 weeks(2 teachers) 		<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	LEAP Prep ELA Guides (E-Booklet) LEAP Prep Science Guides (E-Booklet) LEAP Prep Social Studies (E-Booklet)	Effectiveness Results:
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Other Strategies and Activities 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 full-time Mental Health Provider (MHP) will work with students. 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): 1,2,3</p>	<p>Budgets used to support this activity:</p> <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: Paper Printer Ink</p>	<p>Effectiveness Measure: Reflections</p>
<p>Counseling 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 full-time Counselor will work with students. 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 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA	<p>Items Needed: Paper Ink Printer</p>	<p>Effectiveness Measure: Reflections</p>

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<p>on their academic assignments in the classroom. Students will be selected through a referral process and will work with the Counselor for varying amounts of time dependent on need. The school's administrators will monitor implementation of the counseling program.</p> <ul style="list-style-type: none"> • Counselor oversees SAT process as well as tracking student attendance and tardies. • Teaches lessons on fire safety, bus safety, bullying, and sexual and substance abuse. 		<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>
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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"> • School-wide PBIS program. • Celebration program. • R.A.K.E. (Random Acts of Kindness Everyday) Program • 	<p>Goal(s): 1,2,3</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: Certificate Paper Ink Printer Reward Supplies</p>	<p>Effectiveness Measure: Discipline Data</p> <hr/> <p>Effectiveness Results:</p>
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Strategies for Assisting Students in the Transition from One School to the Next:

<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • School Tours, Student-Parent Meetings 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed: Paper Ink</p>	<p>Effectiveness Measure: Parent Survey</p>
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		<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		Effectiveness Results:
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Professional Development

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>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • PLC teachers will meet by grade level 2 times per month. The focus of PLC is to collaborate with teachers, look at student data and determine ways to target weaknesses. • Instructional coach will help support PLCs as it relates to ReadyGen, Guidebooks, and Guided Reading. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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: Subs</p>	<p>Effectiveness Measure: Exit Tickets</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Learning Walks with School Leadership Center to support the Principal through a combination of coaching, mentoring and leadership development. School Leadership Center will provide a Discovery Walk overview with all teachers and develop a template for data collection. The data will be used for making decisions based on the needs during the school year. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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: Printer Paper Ink</p>	<p>Effectiveness Measure: Reflections School-wide data</p> <hr/> <p>Effectiveness Results:</p>

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Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

- 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.

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.*

Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subcategories, and subgroups:

- The SIP is monitored monthly by administration, and the SIP committee monitors the SIP during leadership meetings and SIP data meetings.

Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- The SIP committee will meet during school-wide PD days to discuss implemented programs and determine effectiveness.

Describe how and when the evaluation results of the SIP are reported to the school’s stakeholders (faculty, staff, parents/families, and community members):

- The results will be available throughout the year to any of the school’s stakeholders through the school website.

2018-2019 Committee Members

<u>School Improvement Planning Committee</u>	<u>Parent/Family Engagement Committee</u>
<p>Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p>	<p>Responsible for the Implementation of the PFE Activities in the SIP</p>
<p>Members Include:</p> <ul style="list-style-type: none"> • Assistant Principal: Mrs. Lori Clements-Brandon • Teacher: Ms. Amanda McNicol • Teacher: Mrs. Samantha Deflanders-Williams • Teacher: Mrs. Carolyn Gurievksy • Parent/Family: Ms. Samikiya Evans • Parent/Family: Mr. Arthur Thomas • Community Member: Mrs. June Green 	<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Dr. Schanette Hebert • Student: Mr. Cameron Land • Teacher: Ms. Samikiya Evans • Teacher: Mrs. Abbia Malin-Pearce • Parent/Family: Mrs. Dusty Guerrero • Parent/Family: Mrs. Jo McDonald • Parent/Family: Ms. Jordan Johnson