

**2018-2019  
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).*

3/8/2019

**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
Over the past six years, first grade consistently decreased the number of Intensive students and increased the number of Benchmark and above on DIBELS Next. In Spring 2018, 33% of first graders were at Intensive and 55% achieved Benchmark or Above Benchmark.	Over the past six years, second grade has consistently had a decrease in the number of students reaching Benchmark from Fall to Spring on DIBELS Next. In Fall 2017, 64% of second graders had achieved Benchmark or Above Benchmark. In Spring, 2018, that number had decreased to 59%.
For the 2017-2018 school year, our school index strength is the Student Growth to Mastery Index at 95.5 points.	For the 2017-2018 school year, our school index weakness is the Assessment Index at 76.3 points. It is a decrease from the 2016 score of 79.8 points, but it is an increase from the 2017 score of 72.1 points.
Social Studies showed growth in index points in grades 3-6 based on LEAP 2025 Assessment from 2017 to 2018. 3rd grade: 51.5 to 77.9, 4th grade: 66.1 to 75.8, 5th grade: 48.2 to 64.4, and 6th grade: 62 to 75.4. 3rd grade scores increased in all subject areas from 2017 to 2018. K and 5th decreased in student suspensions from 2017-18. K: 4 to 1, 5th: 5 to 2.	4th and 6th grade ELA index scores decreased on the LEAP 2025 Assessment from 2017 to 2018: 4th from 91.3 to 86.6 and 6th from 79.3 to 76.9. 6th grade increased number of suspensions from 2017 to 2018: from 7 students to 12 students.
For the 2017-2018 school year, 3rd grade had higher index score points in all subject areas. ELA: 83.3; Math: 84.1; Science: 77.9; and Social Studies: 77.9.	For the 2016-2017 school year, 5th grade had the lowest index score points in all subject areas. ELA: 74.2, Math: 64.5; Science: 68.7; and Social Studies: 48.2.
In the 2017-18 school year, grades 3-5 displayed growth in ELA on the LEAP 2025 Assessment in the subcategory of Written Expression. The proficiency level for Written Expression in each grade level are as follows: 3rd grade: 72%; 4th grade: 59%; and 5th grade: 55%.	In the 2017-18 school year, the subcategory of Expressing Mathematical Reasoning on the Math LEAP 2025 Assessment Index was lowest in grades 4-6. The Basic or Below level for each grade level are as follows: 4th grade: 52%, 5th grade: 68%; and 6th grade: 50%.
In the 2017-18 school year, the subgroups of Hispanic and White both had high index scores in ELA and Math. White ELA: 86.3; Hispanic ELA: 90.8; and White Math: 78.8; Hispanic Math: 87.6.	In the 2017-18 school year, the subgroup Students with Disabilities in grades 3-6 had the lowest index scores on the LEAP 2025 in ELA and Math of all of the subgroups. ELA: 53; Math: 40.4.
As a whole school, the Students with Disabilities subgroup has grown in ELA on the LEAP 2025 Assessment Index consistently from 2016 to 2018. Their index points for each year are as follows: 2016: 46.6; 2017: 47.1; and 2018: 53.0.	The Students with Disabilities subgroup in grades 4 and 6 have shown weakness on the Math Index on the LEAP 2025 Assessment. 4th grade index points 2016: 46.5; 2017: 46.1; 2018: 25.7 6th grade index points: 2016: 49.5; 2017: 31.0; 2018: 16.2

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<p>The Hispanic subgroup shows strength on the Leap2025 Assessment Index in ELA and Math. Their achievement gap is decreasing. Their index score achievement gap in ELA went from 22.9 in 2017 to 10.0 in 2018. In Math, their index score achievement gap went from 3.2 in 2017 to 0 in 2018.</p>	<p>The achievement gap for the Students with Disabilities subgroup has increased every year in both Math and ELA on the LEAP 2025 Assessment. Their Math index point achievement gap is as follows: 2016: 42.7, 2017: 43.2, and 2018: 47.2. Their ELA index point achievement gap is as follows: 2016: 37.8, 2017: 44.7, and 2018: 47.8.</p>
<p>As a whole school, the Hispanic subgroup scored more index points than their subgroup peers in both ELA and Math on the LEAP 2025 Assessment. ELA: 2016: 80.7, 2017: 75.6, 2018: 87.6; and Math: 2016: 86.3, 2017: 75.6, 2018: 87.6.</p>	<p>As a whole school, the Students with Disabilities subgroup performed lower on the LEAP 2025 Math Assessment. Their index points are as follows: 2016: 43.6, 2017: 35.6, and 2018: 40.4.</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

**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. Second Grade students will increase reading achievement by increasing the percentage of students scoring At or Above Benchmark on DIBELS Next by 5% from Spring 2018 to Spring 2019 from 59% to 64%.
2. From Spring 2018 to Spring 2019 the percentage of students achieving Mastery or Above on LEAP 2025 Math Assessment in the subcategory of Expressing Mathematical Reasoning in grades 4-6 will increase by 5% as follows: 4<sup>th</sup>- 55% to 59%; 5<sup>th</sup>- 49% to 54%; 6<sup>th</sup>- 32% to 37%
3. From Spring 2018 to Spring 2019 the students in the subgroup “Students with Disabilities” for grades 3-6 will increase their Assessment Index on LEAP 2025 as follows: Math: Increase by at least 7 index points from a 40.4 to a 47.4; ELA: Increase by at least 7 index points from a 53 to a 60.

## 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><b>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</b></p> <p><u>Design:</u> Parents will be involved in the design and review of the SIP plan by attending SIP meetings in October and November.</p> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>• Attendance records and exit tickets</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <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>	<p><b>Items Needed:</b> Copy of SIP Plan (paper and electronic)</p>	<p><b>Effectiveness Measure:</b> Attendance records Exit Ticket</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• PTA Board Meetings-These are monthly while general meetings are held 4 times a year.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4</p>	<p><b>Items Needed:</b> Agendas for PTA board mtgs and club mtgs</p>	<p><b>Effectiveness Measure:</b> Attendance records Exit Ticket</p>

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<ul style="list-style-type: none"> <li>SIP Committee Meetings-SIP committee member will present SIP plan and parents will provide feedback before final submission.</li> <li>Parent involvement and assistance in club activities</li> </ul>		<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	Copy of SIP Plan (paper and electronic)	<b>Effectiveness Results:</b>
<p><b>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>SIP Committee Meetings: Parents will be presented with strategies to assist their child in the achievement of the goals of the SIP</li> <li>JPAMS</li> <li>SAT- The team meets to review interventions and educational and behavioral plans for students struggling. SAT meetings occur every Thursday school wide and approximately every 6 weeks for individual children.</li> <li>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</li> <li>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.</li> </ul>	<b>Goal(s):</b> 1, 2, 3	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" 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	<b>Items Needed:</b> SIP Plan (paper and electronic) Conference forms SAT agendas SAT forms Copies of IEPs 504 plans JPAMS student database	<p><b>Effectiveness Measure:</b> Attendance Records</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>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, <b>to the extent practicable.</b> (<i>Title VI of the Civil Rights Act of 1964</i>)</li> </ul>	<b>Goal(s):</b> 1, 2, 3	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<b>Items Needed:</b> Translator	<b>Effectiveness Measure:</b> Attendance Records

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<ul style="list-style-type: none"> <li>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.</li> <li>Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; 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.</li> </ul>		<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><b>Effectiveness Results:</b></p>
<p><i>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.</i></p> <p><i>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.</i></p>				
<p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>Meet and Greet</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets used to support this activity:</b></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><b>Items Needed:</b> Handouts Student Supply list Homeroom List</p>	<p><b>Effectiveness Measure:</b> Attendance Records</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>Open House</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> 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><b>Items Needed:</b> Handouts Presentation</p>	<p><b>Effectiveness Measure:</b> Attendance Records</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li>Monthly Coffee With the Counselor</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> 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><b>Items Needed:</b> Coffee Handouts Agenda Counselor MHP</p>	<p><b>Effectiveness Measure:</b> Attendance Records</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 4:</b></p> <ul style="list-style-type: none"> <li>Quarterly Family Fridays</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> 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	<p><b>Items Needed:</b> Differentiated based on classroom</p>	<p><b>Effectiveness Measure:</b> Attendance Records</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		<b>Effectiveness Results:</b>
<b>Parent Family Engagement Activity 5:</b> <ul style="list-style-type: none"> <li>Mad About Math Night</li> </ul>	<b>Goal(s):</b> 2, 3	<b>Budgets</b> used to support this activity: <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	<b>Items Needed:</b> Differentiated based on classrooms Popcorn Bags	<b>Effectiveness Measure:</b> Attendance Records
				<b>Effectiveness Results:</b>
<b>Parent Family Engagement Activity 6:</b> <ul style="list-style-type: none"> <li>Fun Run</li> </ul>	<b>Goal(s):</b> 1, 2, 3	<b>Budgets</b> used to support this activity: <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 checked="" type="checkbox"/> Other	<b>Items Needed:</b> Fruit Water Music Medals Raffles Gift Cards Texas Roadhouse Representatives	<b>Effectiveness Measure:</b> Attendance Records
				<b>Effectiveness Results:</b>



### 3. SCHOOLWIDE PLAN STRATEGIES

The school wide 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
<p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• K-2: ReadyGen</li> <li>• 3-6: Guide Books</li> <li>• Guaranteed Curriculum</li> <li>• Eureka Strategies</li> <li>• Moby Max</li> <li>• Enrichment block based on grade level needs</li> <li>• ReadyGen Instructional Coach for grades K-2: Deborah Coronato</li> <li>• Using paras, resource teachers, and an instructional coach for support. Instructional coach supports ReadyGen instruction. Paras utilized for inclusion model. Resource teachers scaffold learning for SPED students.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input checked="" type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> All Curriculum Components Technology/Computer Access Staff</p>	<p><b>Effectiveness Measure:</b> SLTs Test Scores DIBELS Next Scores Moby Max Reports Exit Tickets</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• DIBELS Next</li> <li>• SLTs</li> <li>• LEAP 2025: 3-6</li> <li>• ReadyGen PBAs: K-2</li> <li>• DRDP: Kindergarten</li> <li>• Exit Tickets from Enrichment Blocks</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Test Materials for each assessment Technology access</p>	<p><b>Effectiveness Measure:</b> Reflection</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <p><b>K: Inclusion</b>  <b>1-6: 4 Resource classrooms</b>  <b>Blended Early Childhood</b>  <b>2 MAE classes</b>  <b>2 Moderate</b>  <b>RNC</b>  <b>SPED paras provide support in the regular education setting and special education setting</b>  <b>Programs used: LEAP Connect, Achieve 3000, Reflex Math</b></p>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input checked="" type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Staff Technology access</p>	<p><b>Effectiveness Measure:</b> IEP Goals/Progress Reports Program Reports</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> ELPT</p>

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<p>meaning and then engage in the content specific practices in ELA, math, social studies, and science.</p> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>The ELPT is used to measure the performance of ELs as they progress through K-12 education and achieve college and career readiness. Results are used to determine a student's level of English proficiency and to decide which language services and supports the student will need to fully participate in core content classes.</li> </ul>		<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><b>Effectiveness Results:</b></p>
<p><b><i>Interventions for At-Risk Students</i></b></p>				
<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>LEAP 2025 and DIBELS Next test score determine who needs interventions.</li> <li>Teachers and administrators analyze assessments.</li> <li>School-wide chosen based on LEAP 2025 and DIBELS Next.</li> <li>Classroom chosen based on exit tickets and daily and weekly assessments.</li> <li>Review records/IEPs of new students to determine interventions needed.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> 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 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><b>Items Needed:</b> Test materials/results New student records/IEPs</p>	<p><b>Effectiveness Measure:</b> Review assessment data</p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>Look at data to decide which interventions are needed.</li> <li>Achieve 3000: grades 4-6: To strengthen written expression; used daily</li> <li>Reflex Math: grades 2-6: determined by committee: to improve math fluency; used daily</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> 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	<p><b>Items Needed:</b> Technology access</p>	<p><b>Effectiveness Measure:</b> Achieve 3000 Reports for goals 2, 3 Reflex Math Reports for Goals 2, 3</p>

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<ul style="list-style-type: none"> <li>Teachers and administration monitor student data.</li> <li>Administration monitors program fidelity.</li> </ul>		<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		<b>Effectiveness Results:</b>
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>Students still experiencing difficulty move to TAT. Teacher refers student to committee chair, Teacher and chair generate a 3 week intervention. Teacher monitors student progress.</li> <li>Students still experiencing difficulty move to SAT. At this point, more data is gathered to see if an evaluation needs to be done.</li> </ul>	<b>Goal(s):</b> 1, 2, 3	<b>Budgets</b> used to support this activity: <input 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	<b>Items Needed:</b> Progress monitoring form	<b>Effectiveness Measure:</b> Progress Monitoring form  <hr/> <b>Effectiveness Results:</b>
<p><b>Interventions Specific to Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>Kindergarten has an itinerate to implement IEP goal specific interventions in an inclusion setting.</li> <li>Resource classes are provided for grades 1-6. These classes are taught by a special education teacher with the assistance of a para.</li> <li>Programs being used are Achieve 3000 and Reflex Math</li> </ul>	<b>Goal(s):</b> 1, 2, 3	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input 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	<b>Items Needed:</b> Student IEP Staff Technology access	<b>Effectiveness Measure:</b> Exit ticket  <hr/> <b>Effectiveness Results:</b>

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<p><b>Interventions Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>• ELL Interventionist implements interventions determined by each student’s plan.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Student ELP ELL interventionist</p>	<p><b>Effectiveness Measure:</b> Monitoring student goals/progress ELPT assessment</p> <hr/> <p><b>Effectiveness Results:</b></p>
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***Support and Extended Learning***

<p><b>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):</b></p> <ul style="list-style-type: none"> <li>• Band, Chorus, weekly Strings lessons, Talented Art, Talented Theater, Talented Music</li> <li>• Students have a regular Specials schedule including Art, Music, PE, and Library.</li> <li>• Occupational Services such as APE, OT, and Speech provided based on IEP goals.</li> <li>• Community Education may include JA Day, Career Day, Public Librarian visit</li> <li>• KIT is provided for families based on their needs.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21<sup>st</sup> Century, before or after school tutoring, field trips):</b></p> <ul style="list-style-type: none"> <li>• Each grade level attends one field trip per year.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>
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<ul style="list-style-type: none"> <li>Student clubs: SHINE, Girls on the Run, Art Club, Library Club, Robotics, Starlettes (dance team), BETA Club, Newspaper Club</li> </ul>		<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		<b>Effectiveness Results:</b>
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***Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas***

<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>Due to the transient and often unstable environments that many of our school's students experience, a full-time <b>Mental Health Provider (MHP)</b> 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.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> 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><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Discussions with MHP</p>
<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>One student per homeroom is chosen daily to attend Mindful Minutes with the counselor. This provides students with strategies for coping with different situations.</li> <li>Counselor visits classrooms quarterly to teach lessons.</li> <li>Career Spotlight monthly lesson for 6<sup>th</sup> graders.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> 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><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>

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		<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		<b>Effectiveness Results:</b>
<b>Implementation of a schoolwide tiered model to prevent and address problem behavior:</b>				
<b>Strategies Used to Prevent and Address Problem Behavior:</b> <ul style="list-style-type: none"> <li>• PBIS: Starbucks are given to students when positive, safe, responsible, and respectful behaviors are demonstrated. Students may spend their Starbucks monthly at the Starbuck Store.</li> <li>• Superstar Spotlight Monthly Goals for Character Traits</li> <li>• Monthly Pep Rally is held to encourage school spirit.</li> <li>• ISS is used to support, address, and reteach behaviors.</li> <li>• Each grade level has their own discipline goal and reward if goal is met.</li> </ul>	<b>Goal(s):</b>	<b>Budgets used to support this activity:</b> <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	<b>Items Needed:</b>	<b>Effectiveness Measure:</b> Jpams Discipline Data  <hr/> <b>Effectiveness Results:</b>
<b>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<b>Transition Activities for Incoming and Outgoing Students:</b> <ul style="list-style-type: none"> <li>• The May before the next school-year, incoming kindergarteners attend the Kindergarten Round-Up to provide an overview of the Kindergarten Program and visit the classrooms.</li> </ul>	<b>Goal(s):</b>	<b>Budgets used to support this activity:</b> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<b>Items Needed:</b>	<b>Effectiveness Measure:</b> Attendance Records

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<ul style="list-style-type: none"> <li>• The April before the next school year, Slidell Junior High administrators and staff visit the 6<sup>th</sup> graders to give them a preview of what to expect the following year.</li> <li>• Slidell Junior High provides Tiger Walk for 6<sup>th</sup> grade students to tour and learn about their new school.</li> </ul>		<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		<b>Effectiveness Results:</b>
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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:*

<b>Professional Learning Communities (PLCs):</b> <ul style="list-style-type: none"> <li>• Weekly Grade Level Meeting meet during common planning periods based on the needs of the grade level and needs of students.</li> <li>• K-2 Instructional Coach periodically attends grade-level meetings.</li> </ul>	<b>Goal(s):</b>	<b>Budgets used to support this activity:</b> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" 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	<b>Items Needed:</b>	<b>Effectiveness Measure:</b> PLC Documentation Attainment of Goals  <hr/> <b>Effectiveness Results:</b>
<b>Other Professional Development:</b> <ul style="list-style-type: none"> <li>• Professional Development is provided on Record Keeping Day and grade-level common planning.</li> <li>• Professional development is provided to address each SIP goal led by administrators, instructional coach, Maeci from school leadership center.</li> </ul>	<b>Goal(s):</b>	<b>Budgets used to support this activity:</b> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4	<b>Items Needed:</b>	<b>Effectiveness Measure:</b> Go Sign Me Up Certificate PD Survey PD Exit Ticket



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<ul style="list-style-type: none"> <li>• Curriculum Specialists provide PD as needed.</li> <li>• Administrators encourage attendance to Summer Institute.</li> <li>• ELA, Math, Science, and Social Studies teacher leaders attend training throughout the year.</li> </ul>		<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><b>Effectiveness Results:</b></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.

**21<sup>st</sup> Century Programs:**

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

**Headstart Preschool Programs:**

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- 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/subclaims, and subgroups:**

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**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:**

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

-

**2018-2019 Committee Members**

**School Improvement Planning Committee**

Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP

**Members Include:**

- Principal: April Owens
- Student: Camden Pichon
- Teacher: Alicia Orillion
- Teacher: Suzanne Pichon
- Parent/Family: Shelley Guerra
- Parent/Family:
- Community Member: Kevin O'Neil

**Parent/Family Engagement Committee**

Responsible for the Implementation of the PFE Activities in the SIP

**Members Include:**

- Principal: April Owens
- Student: Camden Pichon
- Teacher: Alicia Orillion
- Teacher: Suzanne Pichon
- Parent/Family: Shelley Guerra
- Parent/Family: Kalon Pichon
- Parent/Family: