

**2018-2019
SCHOOL IMPROVEMENT PLAN**

Chahta-Ima Elementary



St. Tammany Parish Public Schools

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

3/8/20193/8/20193/8/2019

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
The Kindergarten DIBELS Assessment results shows the lowest percentage of students At Risk with 70% of its students at Benchmark (2018). The Second Grade DIBELS Assessment results follows behind with 64% of its students at Benchmark (2018).	The First Grade and Third Grade DIBELS Assessment results show the greatest percentage of At Risk students with 52% of the First Grade students and 51% of the Third Grade students At Risk (2018).
The Assessment Index indicates a trend of increase by 8.9 points from 2016 to 2018. The Assessment Index is the highest in 2018 with 77.1 points.	The Assessment Index was the lowest in 2016 with a score of 68.2 points.
When looking at the Discipline Data for the whole school, there is a trend showing a decrease in the suspension rate percentages with the entire school going from a 2% suspension rate to a 1.2% rate, dropping by 0.8%. Additionally, from 2015 to 2018 there has been a 0% expulsion rate.	Overall, in the Whole School Discipline Data from 2015-2018, there aren’t any increases in suspensions indicated, but only decreases. However, there was still a 1.2% suspension rate.
Chahta-Ima only administers the LEAP 2025 test to Third Grade students. When looking at the Third Grade subcategory strengths, it is indicated that the highest ELA subcategory is Written Expression with a score of 66% proficient. Additionally, the highest Math subcategory is Fractions As Numbers and Equivalence with a score of 66% proficient.	The Third Grade subcategory weaknesses is indicated by the lowest ELA subcategory, Knowledge and Use of Language Conventions with 42% Proficient. Additionally, the lowest Math subcategory, Products and Quotients/Solve Multiplication and Division Problems with a 44% proficiency rate.
For the 2017-2018 school year, the students scored the highest in the following subcategories: ELA Written Expression at 66% proficiency and Math Fractions as Numbers and Equivalence at 66% proficiency.	The ELA subcategory weakness is indicated as Knowledge in Use of Language Conventions at 42% proficiency in 2017-2018.
The White Subgroup has been the highest performing subgroup in Math since 2016. The White Subgroup indicates the following ELA scores: 77.9 (2016), 87.9 (2017), and 93.9 (2018). The Math scores for the White subgroup have been 87.9 (2016), 91.7 (2017), and 97.8 (2018). Additionally, the Black subgroup posted the highest ELA score of 70.4 index points in 2018.	The Students with Disabilities (SWD) subgroup continues to be the subgroup indicating the lowest scores in ELA and Math since 2016. The following scores indicate the trend of SWD scoring the lowest in both ELA and Math: ELA 33.8 (2016), 44.6 (2017), 47.5 (2018) and Math 15.4 (2016), 44.6 (2017), and 32.5 (2018).

Chahta-Ima Elementary 2018-2019

<p>The Black subgroup has shown an overall increase in ELA-28.7 point increase and Math- 27.8 point increase from 2016 to 2018. The White subgroup has also shown an overall increase, ELA-15.4 points and Math- 9.9 points from 2016 to 2018. Since both of these subgroups show an increasing trend, they have the potential to continue this trend. Additionally, the Economically Disadvantaged subgroup has the potential to continue to show growth, indicating an increase in ELA by 18.7 points from 2016 to 2018.</p>	<p>The Students with Disabilities subgroup showed a declining trend in Math from 2017 to 2018 of 12.1 points and may potentially continue this decline.</p>
<p>There are no subgroups that have two consecutive years indicating the achievement gap is declining.</p>	<p>The Whole School and ED subgroups indicate an increasing achievement gap trend in Math.</p>
<p>The White subgroup consistently increased Index Scores in both ELA and Math from 2016 to 2018 indicated by an increase in ELA by 15.4 points and Math by 9.9 points.</p>	<p>The Students with Disabilities subgroup indicates a decrease in Index Scores in Math from 2017 to 2018 by 12.1 points.</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>	
<p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> • <i>Must Include at Least 1 Subgroup Goal</i> 	
<p>1. K- 3rd students will increase reading achievement by increasing the percentage of students scoring At or Above Benchmark on DIBELS Next by 10% from Fall 2018 to Spring 2019 as follows:</p> <p>K- 70% to 80% 1st-52% to 62% 2nd-64% to 74% 3rd-51% to 61%</p>	
<p>2. In Spring 2018 to Spring 2019 the percent of students achieving Mastery or Above on the ELA and Math Assessment Index, LEAP 2025 as follows:</p> <p>ELA: Increase by 10.2 Assessment Index points from 79.8 (2018) to 90.0 (2019) Math: Increase by 3.3 Assessment Index points from 86.7 (2018) to 90.0 (2019)</p>	
<p>3. In Spring 2018 to Spring 2019 the students in the subgroup “Students With Disabilities” for the Whole School will increase their Assessment Index on LEAP 2025 as follows:</p> <p>ELA: Increase by 12.5 Index points from 47.5 (2018) to 60.0 (2019) Math: Increase by 17.5 index points from 32.5 (2018) to a 50.0 (2019)</p>	

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> <ul style="list-style-type: none"> • Invitations will be sent to all stakeholders inviting them to attend meetings relating to the design of the SIP. The invitations will be made available in a variety of ways-posted on the website, put into the school’s newsletter posted on the PF bulletin board. Robocalls are also placed to announce some of the meetings. The importance of stakeholder input throughout the design of the SIP will also be promoted at gatherings, such as PTA, PFE, and Title meetings. Stakeholders will be asked to give input throughout the SIP design process, initial draft and edited drafts, which eventually result in the final draft. Additionally, stakeholders will be given a summarized version of the SIP to help create greater awareness of the key concepts of the SIP. Stakeholders are always invited to give feedback relating to the SIP on the school website. • A survey relating to the SIP will be given out at gatherings, such as PTA, PFE, and Title meetings to generate parent feedback. 	<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: Printing materials such as cardstock/color paper and toner for invitations, sign-in sheets, handouts, feedback forms.</p>	<p>Effectiveness Measure: Parent Family Survey, Meeting Attendance Records and Feedback Forms, and Feedback from the Website</p> <hr/> <p>Effectiveness Results:</p>

Chahta-Ima Elementary 2018-2019

<ul style="list-style-type: none"> Parents will be involved with the SIP implementation process throughout the remainder of the 2018-2019 SY, understanding that the SIP is a living document, evolving through its implementation. Monthly Title/PTA Meetings, along with PFE's and ongoing school events will be the platform for SIP implementation. Family members will understand how they play an intricate role in the implementation process of the SIP. PFE's will focus on student goals, giving family members tools/strategies to meet these goals. Additionally, the implementation process will be ongoing through Title/PTA meetings/events to continue to guide family members in their students' education process/goals. Educational items in the PF Library will be used in PFE to enhance student learning and family engagement. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> Invitations will be sent to all stakeholders inviting them to attend meetings relating to the evaluation of the SIP. The invitations will be made available in a variety of ways-posted on the website, put into <i>Smoke Signals</i>, posted on the PF bulletin board. Robocalls are also placed to announce some of the meetings. The evaluation results will be summarized so to allow for a greater understanding of the evaluation and its results. The school website will include this information and will invite stakeholder feedback. 				
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Chahta-Ima Elementary 2018-2019

<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"> The initial draft of the SIP design, along with its relation to the Data Analysis will be reviewed with parents, community members, principals, school leaders, and staff in October or November, 2018 during the PFE Title/PTA meetings. The attendants' input/feedback will be documented, and the SIP will be edited to reflect the input. The final SIP with stakeholder editions will then be reviewed again in December, 2018 or January, 2019 at a monthly Title/PTA Meeting. Parents will be involved with the SIP implementation process throughout the remainder of the 2018-2019 SY, understanding that the SIP is a living document, evolving through its implementation. Monthly Title/PTA Meetings, along with PFE's and ongoing school events will be the platform for SIP implementation. Family members will understand how they play an intricate role in the implementation process of the SIP. PFE's will focus on student goals, giving family members tools/strategies to meet these goals. Additionally, the implementation process will be ongoing through Title/PTA meetings/events to continue to guide family members in their students' education process/goals. Educational items in the PF Library will be used in PFE to enhance student learning and family engagement. Parents will be involved in the evaluation of the SIP through monthly Title/PTA Meetings that are held at the end of the 18/19 SY and the beginning of the 19/20 SY. The Parent Plan will be reviewed/revise at this time. Available data will be reviewed/analyzed in relation to the effectiveness of Title programs/expenditures. 	<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 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: Printing materials such as cardstock/color paper and toner for invitations, sign-in sheets, handouts, feedback forms.</p>	<p>Effectiveness Measure: Parent Family Survey, Meeting Attendance Records and Feedback Forms, and Feedback from the Website</p> <hr/> <p>Effectiveness Results:</p>
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Chahta-Ima Elementary 2018-2019

<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 and community stakeholders are included as decision makers through Title/PTA monthly meetings. During these meetings, the Title I SIP and on-going school decisions are the focus of the meetings. Administration attends these meetings to hear stakeholders' suggestions/input regarding school decisions, ensuring that they play a vital role in the school decision making process. • Parents/stakeholders are also included in school decision making by being involved in CIE's education process as volunteers/visitors. Parents/community stakeholders know that CIE has an open door policy and welcomes their valued involvement and input. Administration is always visible during the school day and encourages parent input relating to school decision making. • Parents and community stakeholders are included as decision makers through feedback/input communication sources. There are feedback forms at every Parent Family Event, on-going school surveys, a Spring Parent Survey, and the school website invites parent/stakeholder feedback. 	<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: Printing materials such as cardstock/color paper and toner for invitations, sign-in sheets, handouts, feedback forms.</p>	<p>Effectiveness Measure: Parent Family Survey, Meeting Attendance Records and Feedback Forms, and Feedback from the Website</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Title I/PTA Meetings-These meetings include parent/family members, staff members, teachers, community members, students, and administration. The meeting topics include Title I, SIP and its implementation, and schoolwide matters. Stakeholders communicate their 	<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 checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III 	<p>Items Needed: -Printing materials such as cardstock/color paper and toner for invitations, sign-in sheets, handouts, feedback forms. -Paper from the GFF</p>	<p>Effectiveness Measure: Parent Family Survey, Meeting Attendance Records and Feedback Forms, and Feedback from the Website, Parent/Family Signatures for Weekly Communication, Conference Documentation Notes, SAT Documentation</p>

Chahta-Ima Elementary 2018-2019

<p>input relating to the topics during these meetings and are involved in the decision making as a result of this communication.</p> <ul style="list-style-type: none"> • Parent/Teacher Conferences-Teachers hold parent conferences on an as needed basis to discuss academic/behavioral progress and share helpful strategies to enhance student progress. • Student Weekly Graded Folders, JPAMS, Interim Reports, and Report Cards-Student progress is communicated weekly through JPAMS/Student Progress Center and Weekly Graded Folders. Student Weekly Graded Folders are sent home each week with student graded assessments and/or conduct grades. Web based JPAMS/Student Progress Center for grades Kindergarten - Third also has weekly student assessment information. Additionally, this center reports attendance, behavior/academic grades for the school year. Interim Reports are available to be sent home at the mid-point of each grading quarter (Grades 1st-3rd, First-Fourth Nine Weeks and Grades Kindergarten, Second-Fourth Nine Weeks) • Report Cards are sent home each nine weeks (Grades First –Third and beginning with the Second Nine Weeks for Kindergarten). • Parent/Family members are required to sign Weekly Graded Folders, Interim Reports, and Report Cards to indicate they have reviewed student progress. Also, parent/teacher conferences may be requested as a result of assessment/student progress reports. • Teacher Weekly Newsletters-Each week, teachers send home a Weekly Newsletter in student folders or student planners to communicate grade level academic curriculum/expectations and important dates relating to assessments and classroom/school events. The newsletters can also be accessed through teacher websites. 		<input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>-Specific Forms/Documents that are specific to that form of communication (i.e SAT Forms, Report Cards and Envelopes...) -Reading A-Z Printed Materials</p>	<p>Effectiveness Results:</p>
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Chahta-Ima Elementary 2018-2019

<ul style="list-style-type: none"> • ROBO Calls-Used to communicate important school events. • Monthly Partnership Calendars-Partnership Calendars communicate school events such as, PTA Meetings, PBIS Fish Fests, Morning Meetings, Grade Level Field Trips, PFE's...for each month. These are sent home in student folders and planners. The Partnership Calendars are also posted on the school website. • <i>Smoke Signals</i>-This is a school newsletter, which communicates school/community news, Title I and academic information, and important dates. This school newsletter comes out each quarter. It is sent home in student poly folders and planners. The newsletter is also posted on the school website. • Student Assistant Team (SAT) meetings-Meetings conducted with the SAT and parent(s) to communicate academic/behavioral concerns and the plan of action to meet student needs. • Parent Family Events-These events are held to communicate academic strategies that target academic achievement goals as outline in the SIP. The parent/family members and students are engaged in the academic strategies in a hands-on manner. Many of the items purchased for the Parent Family Library are used to enhance learning during the PFE's. Additionally, handouts are given out at the PFE's to communicate at home learning extensions that focus on the learning strategies. • Parents will be made aware of Reading A-Z and the books/resources that are available through this program through many different means of communication. Parents/Families will be aware of their child's reading level and how the Reading A-Z materials can be used to enhance at home learning during both the school year and summer. • Morning Meetings-Morning Meetings are held weekly. Parent/Family and Community Members are always 				
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Chahta-Ima Elementary 2018-2019

<p>invited. Many topics are communicated at Morning Meetings such as student successes, PBIS rewards, Character Awards, and community/school special events.</p> <ul style="list-style-type: none"> • Parent Compacts and Parent/Family Handbook- All students and Parent/Family members receive these handouts, which communicate vital school information relating to student progress, assessments, curriculum, and student/parent/school expectations. These documents contain a signature verification form. • School Website- The school website has a wealth of information, communicating many topics relating to the entire school as well as individual classrooms. The SIP is posted on the website, along with a place for SIP feedback. Additionally, the Pre-K through third grade curriculums are addressed through individual teacher websites. Event calendars and Title I information are also included on the school's website. 				
<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>Parent Family Engagement Activity 1: Meet and Greet (August 8, 2018) is a very important PFE, as it allows families/students to start the school year with clear expectations, both at CIE and in the classroom to ensure a smooth transition into the new school year. Families get to meet a variety of staff members along with the child's assigned teacher. During Meet and Greet, families can take a tour of the school not only getting to see the classroom but also the PF Library, STEM Lab, gymnasium, library, and art room. They can get acquainted with all</p>	<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 	<p>Items Needed: Printing materials such as cardstock/color paper and toner for invitations, sign-in sheets, handouts, feedback forms.</p>	<p>Effectiveness Measure: Parent Family Survey, Attendance Records, Feedback Forms, and Website Feedback</p>

Chahta-Ima Elementary 2018-2019

<p>that CIE has to offer. Additionally, families receive information explaining what a Title I school is and how they can be involved in the decision making process of Title I/overall schoolwide policies. The Title I/beginning of school paperwork is given to the attending families, and if they need assistance in filling it out, or have questions relating to it, our staff is here to help them with it. PF Library materials, such as The Kagan Numbered Heads Together CD is used in PFE's to engage the participants in an interactive, electronic, questionnaire that furthers awareness of the presented material. Community Partners such as Lacombe's librarian attends the Meet and Greet to show their involvement and support in the education of CIE's students. The Meet Greet is always well attended.</p> <p>Meet and Greet where families receive the following information:</p> <ul style="list-style-type: none"> • Helpful Hints/Tools for School and at Home Success • Title 1 Compacts/Paperwork • Parent and Student Handbook • Title I Program Awareness • The ESSA Video is played for PF viewing • PTA/Title I Meeting Awareness and Sign-Up Opportunity • PF Library Introduction • Beginning of School Forms, such as Free/Reduced Lunch Applications... 		<input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Stipends for 30 teachers for 1.5 hours @ \$27.00 for a total of \$810.00.</p> <p>Materials needed to replenish PF Library resources such as printing materials/toner for Learning A-Z leveled Materials</p>	<p>Effectiveness Results:</p>
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Chahta-Ima Elementary 2018-2019

<p>Parent Family Engagement Activity 2: Individual Grade Level Parent Family Event (Second Grade, November 13, 2018)-</p> <ul style="list-style-type: none"> • These PFE's are held during the day, so that families can interact with students during a regular school day and participate in school day functions such as classroom routines, curriculum based learning activities, and joining the students for lunch and recess. • The families and students will engage in Math and ELA curriculum lessons to expose families to grade level expectations/learning outcomes. • PF Library materials, such as The Kagan Numbered Heads Together CD is used in PFE's to engage the participants in an interactive, electronic, questionnaire that furthers awareness of the presented material. • Parent/Families will be made aware of the PF Library and understand how the resources can be checked out to extend at home learning. • Handouts outlining home learning extensions are also provided. 	<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: Printing materials such as cardstock/color paper and toner for invitations, sign-in sheets, handouts, feedback forms.</p> <p>Materials needed to replenish PF Library resources such as Learning A-Z leveled books.</p>	<p>Effectiveness Measure: Parent Family Survey, Attendance Records, Feedback Forms, and Website Feedback</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 3: Individual Grade Level Parent Family Event ((Grades Pre-K and Kindergarten, January 22, 2019)-</p> <ul style="list-style-type: none"> • These PFE's are held during the day, so that families can interact with students during a regular school day and participate in school day functions such as classroom routines, curriculum based learning activities, and joining the students for lunch and recess. • The families and students will engage in Math and ELA curriculum lessons to expose families to grade level expectations/learning outcomes. • PF Library materials, such as The Kagan Numbered Heads Together CD is used in PFE's to engage the participants in 	<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: Printing materials such as cardstock/color paper and toner for invitations, sign-in sheets, handouts, feedback forms and materials need to replenish PF Library resources such as</p>	<p>Effectiveness Measure: Parent Family Survey, Attendance Records, Feedback Forms, and Website Feedback</p> <hr/> <p>Effectiveness Results:</p>

Chahta-Ima Elementary 2018-2019

<p>an interactive, electronic, questionnaire that furthers awareness of the presented material.</p> <ul style="list-style-type: none"> • Parent/Families will be made aware of the PF Library and understand how the resources can be checked out to extend at home learning. • Handouts outlining home learning extensions are also provided. 			<p>Learning A-Z leveled books.</p>	
<p>Parent Family Engagement Activity 4: Math and Literacy Family Learning Night Parent Family Event (March 19, 2019)-</p> <ul style="list-style-type: none"> • This PFE fully engages families/students in learning through high-interest level, hands-on tasks centering on Math and ELA. It also allows the school to spotlight great places like the STEM Lab and the PF Library. • PF Library materials, such as The Kagan Numbered Heads Together CD is used in PFE's to engage the participants in an interactive, electronic, questionnaire that furthers awareness of the presented material. • Title I information is always available at PFE's in order to further promote awareness of the program and gather family input. The ESSA Video is played for PF viewing. • Community members also are invited to show their support for CIE and how they are "partners in education". • Informative handouts are given to the families so that the learning can be extended at home. • The learning night encompasses both Math and ELA concepts from the Guaranteed Curriculum. This is a whole school PFE. 	<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: Printing materials such as cardstock/color paper and toner for invitations, sign-in sheets, handouts, feedback forms and materials need to replenish PF Library resources such as Learning A-Z leveled books</p> <p>Stipends to compensate 32 Teachers for 2 hours of an after-hours PFE @ \$18/hour, for a total of \$1,152.</p>	<p>Effectiveness Measure: Parent Family Survey, Attendance Records, Feedback Forms, and Website Feedback</p> <hr/> <p>Effectiveness Results:</p>

Chahta-Ima Elementary 2018-2019

<p>Parent Family Engagement Activity 5: “The Power of Assessment” (Third Grade, April 9, 2019)</p> <ul style="list-style-type: none"> • This PFE will begin at 8:30 AM where families will meet in the gymnasium for a “Testing Talk”. During this time, the families will be given the testing schedule, information relating to what to expect on the test, and what they can do to promote optimal success among their children. • After the “Testing Talk” family members are invited to go to the classroom to work with their child to solve sample LEAP 2025 Math and ELA test questions. This will be done through the interactive, engaging electronic Kagan game, Numbered Heads Together. • Title I information is always available at PFE’s in order to further promote awareness of the program and gather family input. • Informative handouts are given to the families so that the learning can be extended at home. 	<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: Printing materials such as cardstock/color paper and toner for invitations, sign-in sheets, handouts, feedback forms and materials need to replenish PF Library resources such as Learning A-Z leveled books and information relating to testing.</p>	<p>Effectiveness Measure: Parent Family Survey, Attendance Records, Feedback Forms, and Website Feedback</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 6: Individual Grade Level Parent Family Event (First Grade, May 7, 2019)-</p> <ul style="list-style-type: none"> • This PFE is held during the day, so that families can interact with students during a regular school day and participate in school day functions such as classroom routines, curriculum based learning activities, and joining the students for lunch and recess. • The families and students will engage in an “Author’s Tea”, which is aligned ELA curriculum. The students will interact with families by sharing their student created books that include both ELA/Math content through oral reading and discussion. • After the “Author’s Tea”, Parent/Families will be invited to the gymnasium to watch a performance put on by the first grade. The performance will reiterate the ELA/Math 	<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: Printing materials such as cardstock/color paper and toner for invitations, sign-in sheets, handouts, feedback forms and materials need to replenish PF Library resources such as Learning A-Z leveled books.</p>	<p>Effectiveness Measure: Parent Family Survey, Attendance Records, Feedback Forms, and Website Feedback</p> <hr/> <p>Effectiveness Results:</p>

Chahta-Ima Elementary 2018-2019

<p>skills/concepts that were focused on during the “Author’s Tea”.</p> <ul style="list-style-type: none">• Parent/Families will be made aware of the PF Library and understand how the resources can be checked out to extend at home learning. Reading A-Z Books will be sent home at this time for summer reading and to prevent “summer slide”.• Handouts outlining home learning extensions are also provided.				
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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
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Guaranteed Curriculum –Teachers follow the STPSB Guaranteed Curriculum (GC) to guide instruction and implement best practices. • Guidebooks 2.0 -Third Grade teachers’ ELA instruction during the third nine weeks of school will encompass Guidebooks 2.0. The teachers will receive ongoing professional development relating to Guidebook 2.0 instruction/implementation. • ReadyGen/Guided Reading – The Instructional Coach hosts professional development for teachers to ensure guided reading best practices are being implemented beginning in Kindergarten. • RAPS (Restate, Answer, Prove, Sum) Used in first through third grades for evidenced based writing. • CSR Teacher –A Second grade teacher is a Class Size Reduction Teacher. This position is federally funded to lower the teacher/pupil ratio to enhance student success. 	<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> <ul style="list-style-type: none"> -Five Non-Certificated Helping Hands @ 34 Weeks, 20 Hours/Week, \$37,400.00 -One full-time non-certificated instructional aide with a salary of \$24,355.00 -Toner for printing materials related to instruction, such as data reports, EAGLE tests, guaranteed curriculum materials, assessments, and day to day instructional printed materials -Updated Technology- 	<p>Effectiveness Measure: DIBELS Next and LEAP 2025 2019 Index Score</p> <hr/> <p>Effectiveness Results:</p>

Chahta-Ima Elementary 2018-2019

<ul style="list-style-type: none"> • Tutoring -Non-certified Instructional Aides (Helping Hands) are utilized across all grade levels, working with the students five days a week, four hours each day. The Helping Hands push-in to the classrooms during CORE instruction to work with students. They facilitate students who are not receiving intervention instruction while the classroom teacher is administering BURST lessons, assist students during stations/small group instruction to enhance student engagement, understanding, and task completion. • A full-time non-certified instructional aide works with both second and third grade students. She uses programs such as EAGLE that are aligned with the curriculum and LEAP 2025 to enrich and further promote the core instruction in alignment with within the guaranteed curriculum. The aide collects data to gage student success. The aide also works with the teachers to target instructional needs based on the data and teacher input. Additionally, the aide does small group instruction based on the collected data from these programs, preparing them for greater academic success. • Technologies will be continued to be updated so that technology use and core instruction/student learning are integrated. Student use of technology continues to play a vital role in learning and is embedded in the Guaranteed Curriculum. Technology inventories are conducted yearly to determine the greatest technology needs of the school in order to best update technology and maximize instruction/learning. 			<p>-Three Notebooks (approximately \$300.00) will be purchased for the library to conduct Destiny searches, promoting library inventory awareness/use, as well as to be able to research topics relating to literature and primary/secondary sources.</p> <p>-Five already purchased new Epson projectors will be mounted in classrooms, costing approximately \$800.00/installation for a total of \$4000.00.</p>	
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Chahta-Ima Elementary 2018-2019

<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Weekly Assessments, both formative and summative-Classroom assessments that are aligned with the Guaranteed Curriculum are analyzed by teachers and drive instruction. Many of the teacher created assessments are uniform and are generated during PLC's where student assessment results are analyzed. • Unit Pre-Post Assessments-Aligned Guaranteed Curriculum Unit Assessments analyzed by teachers to drive instruction • LEAP 360-SLT Assessments for Third Grade students-Readiness and Interim-Analyzed by teachers to drive instruction and determine student goals. Administration also analyzes this data and guides teachers in determining student goals. • LEAP 2025-State Standardized Tests for Third Grade Students, assessing Math, ELA, Social Studies, and Science. These assessments are given over five days, April 30th- May 4th. Test results are analyzed through the Data Analysis performed by the SIP Team • DIBELS Next-Parish adopted reading assessment that assesses Kindergarten-Third Grade students' reading levels, Beginning of Year (BOY), Middle of Year (MOY), End of Year (EOY) Reading Interventionist, teachers, and administration analyze DIBELS Next data. This data drives instruction and intervention programs. • BURST Progress Monitoring Reports-The BURST intervention is progress monitored every nine days of the ten-day cycle. The data is analyzed by the Reading Interventionist, Administration, and teachers. Student progress is aligned with DIBELS. The BURST reports determine BURST groupings and targeted interventions. • EAGLE-LEAP 2025 aligned assessments for ELA/Math. Analyzed by the Non-Certificated Instructional Aide, 	<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 <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: DIBELS Next and LEAP 2025 2019 Index Score</p> <hr/> <p>Effectiveness Results:</p>
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Chahta-Ima Elementary 2018-2019

<p>Administration, and teachers to drive instruction and tutoring aligned with CORE curriculum.</p> <ul style="list-style-type: none">• TS Gold-Pre-K assessments compares information about children’s skills, common knowledge, and behaviors to widely held expectations for their age. There are checkpoints for this assessment. Teachers and Administrators analyze the data to drive instruction and determine student goals.• DRDP-Kindergarten Student Learning Target Assessments, Readiness, Mid-Year, and Mastery, This data is analyzed by the teachers and administration to drive instruction and determine student goals.• SLTs-Student Learning Targets for all grades (Readiness, Mid-Year, Interims, and Mastery. Teachers and Administration analyze this data to drive instruction and determine student goals.• ReadWorks – ReadWorks is program that is used in conjunction with the Guaranteed Curriculum. Non-fiction Reading Assessments that are aligned with the curriculum can be accessed through this program. Teachers analyze the data to drive instruction.• Reading A-Z- Reading A-Z program allows teachers to determine students’ reading levels for Guided Reading groupings. Also, after determining student reading levels, students can get printed books on their individual levels to read at school and home.• MobyMax-MobyMax is a computer program that is on students’ individual levels. Student reports are generated relating to the progress made in the program. MobyMax encompasses ELA and Math, along with other subjects.				
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Chahta-Ima Elementary 2018-2019

<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • EAGLE assessments are aligned with LEAP 2025 and are administered by the Non-Certificated instructional Aide. Math/ELA and Social Studies assessments are given to all third grade students. Based on the data/results of the assessments, the students receive tutoring, targeting specific skills. Students With Disabilities are taking the same EAGLE assessments and are receiving tutoring based on the data like the other third grade students. • Progress Monitoring-Students With Disabilities are progress monitored to determine the effectiveness of individualized instruction and what adjustments need to be made according to the results • DIBELS Next-Students With Disabilities are assessed using DIBELS Next to determine reading levels • SLT’s-Students With Disabilities are given Standard of Learning Tests to determine their grade level achievement in relation to the curriculum standards. These results guide teacher instruction. • Co-Teaching- The Students With Disabilities are being assisted (Pre-K – Third Grades) during core instruction by a Special Ed Teachers according to the Individualized Educational Plan of the students. The Special Ed and Regular Ed teachers collaborate continually to best address the needs of the students and optimize core instruction. • Teacher Core Instructional materials such as ReadyGen Intervention Manuals as well as the Scaffolding Manuals and Adapted Guide Books allow for differentiation and core instruction success for SWD. • Instructional Coach- The Instructional Coach’s Focus is as follows: -K-2 ReadyGen Support 	<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: DIBELS Next Licenses</p>	<p>Effectiveness Measure: DIBELS Next and LEAP 2025 2019 Index Scores</p> <hr/> <p>Effectiveness Results:</p>
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Chahta-Ima Elementary 2018-2019

<p>-K-2 Support Helping Hands/Tutors/Pars during Core Instruction -3rd Grade Support (During PLC's Only)</p> <ul style="list-style-type: none"> Helping Hands push in to the classroom during core instruction 30 minutes/5 days a week. They are guided by the Instructional Coach and Teaching Staff. 				
<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"> The English Learner (EL) Instructional Aide works collaboratively with EL students and the students' teachers two times weekly to target student needs. A retired EL Instructional Aide volunteers at our school two time weekly working with EL students to further meet their needs and ensure academic success. 	<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 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:</p>	<p>Effectiveness Measure: ELPT Assessment Results, DIBELS Next and LEAP 2025 2019 Index Scores</p> <hr/> <p>Effectiveness Results:</p>

Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <p>It is imperative that interventions be put in place as soon as possible to yield the most effective results. Therefore, many assessments are done at the beginning of the school year to determine at risk academic/behavioral concerns. The following assessments are used to gage whether or not students will participate in classroom interventions:</p> <ul style="list-style-type: none"> • K-3rd Grade DIBELS Next • Student weekly assessments/observations done by teacher/staff • Student Learning Targets (SLT) Data • Unit Pre-Post Assessments • Interim Reports/Report Cards <p>The Reading Interventionist analyzes the DIBELS data to determine the students who will receive BURST interventions. She also looks at students who have already received BURST as an intervention to determine whether or not these students should remain in BURST or be put into another intervention such as Project Read or FastForward. Additionally, the SAT determines what interventions will be used based on a multitude of student data, as listed above.</p>	<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>-240 DIBELS Next Licenses for Kindergarten-Third Grade, \$9696.00 -Reading Interventionist</p>	<p>Effectiveness Measure: DIBELS Next and LEAP 2025 2019 Index Scores</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Students who are at risk, as indicated by the DIBELS Next reading assessment are enrolled in a reading intervention program(s) coordinated by the Reading Interventionist. BURST, Project Read, FastFoward, My Reading Assistant, Fountas & 	<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>-One full-time non-certificated instructional aide with a salary of \$24,355.00</p>	<p>Effectiveness Measure: DIBELS Next and LEAP 2025 2019 Index Scores</p>

Chahta-Ima Elementary 2018-2019

<p>Pinnell (LLI) are the interventions used to improve reading.</p> <ul style="list-style-type: none"> • These interventions are done for 30 minutes daily, 4 days a week. FastForward is done for 45 minutes daily, 5 days a week. • Tutors, consisting of a Part-Time Certificated Tutor for BURST Program and a Part-Time Non-Certificated Tutor for the BURST Program assist the Reading Interventionist with this process. <ul style="list-style-type: none"> -The Non-Certified Instructional Aide works with both second and third grade students, who are getting the intervention FastForward. They get this intervention five times each week for 45 minutes each day. The aide also works with all third grade students, administering EAGLE assessments and tutoring them, focusing on third grade standards. The Instructional Aide is a full-time employee. -The BURST Certificated Tutor works with students in Kindergarten-third grades. These students are getting BURST as an intervention. Students receive BURST 30 minutes/day, four days/week. She pushes in to classrooms when servicing most groups of students, but does pull-out some select groups to maximize the intervention time. The BURST Tutor works with students the entire time she is at school, as she is part-time, working twenty hours/week. -The Non-Certified Instructional Aide will work directly with the Reading Interventionist, servicing students in grades Kindergarten-Third. She pushes in to classrooms. The aide is working with students who have average at-risk reading levels and qualify for BURST as an intervention, four times/ week, 30 minutes/day, working part-time, twenty hours/week. • Students are progressed monitored regularly, according to the intervention. 		<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>-One ROUF Funded Certificated Teacher- 34 Weeks @ 20 hours/week</p> <p>-One Non-Certified Instructional Aide, 34 Weeks @ 20 hours/week, \$7480.00</p> <p>-110 BURST Licenses for Kindergarten-Second Grade and a select few Third Grade Students</p> <p>-240 DIBELS Next Licenses for Kindergarten-Third Grade, \$9696.00</p>	<p>Effectiveness Results:</p>
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Chahta-Ima Elementary 2018-2019

<ul style="list-style-type: none"> Individual results are analyzed to determine student groupings, type(s) of intervention(s) being used, and targeted skills/concepts. 				
<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"> Student Assistance Team (SAT)- When a student is not successful with already in-place intervention(s) academically/behaviorally, the student is brought to the Student Assistance Team (SAT). During this process, the parent/guardian is given <i>LA's Educational Rights of Children with Disabilities- Special Education Processes and Procedural Safeguards</i> pamphlet. The parent/guardian also states his/her academic/behavior concerns. The team further discusses academic/behavior concerns and supports these findings with data/documentation. The Team works together to develop a researched based plan that best accommodates the student's needs and will warrant success. Data is collected to determine plan effectiveness/outcomes. The Interventionist collaborates regularly with SAT to assist in an intervention plan. Many of the Title I programs such as BURST are used as a researched based intervention. The SAT process is on-going for each student until the process is concluded. The Assistive Technology Team meets monthly to review/determine AT needs of students. Students may also qualify for 504, but again, this would be a decision as a result of the SAT Process. 	<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 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: BURST Licenses</p>	<p>Effectiveness Measure: DIBELS Next and LEAP 2025 2019 Index Scores</p> <hr/> <p>Effectiveness Results:</p>

Chahta-Ima Elementary 2018-2019

<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • The interventions BURST, Project Read, EAGLE Assessments/Tutoring, Fast Forward, Reading Assistant, Fountas and Pinnell are all used with Students with Disabilities. The intervention results/data based on progress monitoring/assessments are adjusted based on students on-going needs and effectiveness. Students With Disabilities are continually monitored in interventions to determine the best outcomes. • Students With Disabilities are also placed in intervention groupings according to the progress monitoring data along with other data. Depending upon these results, SWD may even get increased intervention times/types to yield optimal growth. 	<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: DIBELS Next Licenses, BURST Licenses, Printing Materials to print data reports and EAGLE assessments</p>	<p>Effectiveness Measure: DIBELS Next and LEAP 2025 2019 Scores</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • English Learners may receive interventions based on their DIBELS Next assessment results such as BURST, Project Read, Fountas and Pinnell, or Fast Forward and are continually monitored to determine ongoing interventions/groupings. Additionally, EL students electing to receive EL services have an EL Para working with these students twice weekly for 30 minutes each session to oversee student needs and progress. A retired EL para also tutors some of these students twice weekly, 30 minutes each. 	<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 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:</p>	<p>Effectiveness Measure: ELPT, DIBELS Next, and LEAP 2025 2019 Scores</p> <hr/> <p>Effectiveness Results:</p>

Support and Extended Learning

<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"> • Co-Teaching (Special Ed Teachers and Regular Ed Teachers) in grades Pre-K - Third work together collaboratively to meet the needs of Special Ed students in a regular education setting. The teachers plan together using the Guaranteed Curriculum. They meet the needs of the students through a variety of modalities and individualized activities. Both teachers work together to create curriculum based assessments to assess mastery. • The Non-Certified Instructional Aide works collaboratively with the third grade teachers to administer and then analyze EAGLE data and adjust instruction accordingly. She also tutors students in third grade according to the results of EAGLE and the curriculum. The teachers and aide work hand-in-hand to plan and analyze tutoring sessions. • Instructional Aide is paired with a second grade teacher, They work together collaboratively using data to drive instruction. • The English Learner (EL) Instructional Aide works collaboratively with EL students and the student’s teachers two times weekly to target student needs. • The Reading Interventionist and BURST tutors work together collaboratively with teachers in relation to the effectiveness/results of assigned student interventions. Together, the collaborative team creates individualized student interventions to best meet the needs of the students. Data from these interventions are analyzed collaboratively and interventions are adjusted accordingly. • The non-certified instructional aides help to better meet the needs of students in a variety of ways. First of all, when these aides are pushed into the classroom, they lower pupil/teacher ratio. Additionally, the Instructional Aide and Reading Interventionist as well as the teachers all work 	<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 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:</p>	<p>Effectiveness Measure: DIBELS Next and LEAP 2025 2019 Index Scores</p> <hr/> <p>Effectiveness Results:</p>
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Chahta-Ima Elementary 2018-2019

<p>collaboratively with the non-certified instructional aides to maximize effective tutoring and student learning.</p> <ul style="list-style-type: none"> • Community Partners work collaboratively with teachers and the Reading Interventionist to participate in student tutoring and mentoring support programs done during the school day. • First and Second Grade Tutoring Program- About 27 students have assigned community tutors/mentors who work with the students twice weekly on CORE instruction. These students are students who have an At or Above Benchmark reading level. The Instructional Coach/Teachers work collaboratively with the tutors to help them develop the program and its progress monitoring. Items from the PF Library are used by the tutors to enhance learning. • Third Grade Tutoring Program- Members from the Rotary Club work with third grade students to promote reading through a reading incentive program. Also, these volunteers tutor/mentor some of the third grade students based on collaborative support from the third grade teachers to address the needs of these students. • A retired parish EL instructional aide works as a volunteer. She collaborates with the teachers to develop a tutoring program for ESL students. The volunteer comes twice weekly and works with students who are in need of further assistance. 				
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Chahta-Ima Elementary 2018-2019

<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"> • Field Trips- Grades Kindergarten – Third take two Field Trips each school year. The field trips’ activities/focuses are aligned with the grade level’s Guaranteed Curriculum learning standards. Field Trips allow students to engage in hands-on, multi-disciplinary learning experiences relating to the curriculum. <p>21st Century</p> <ul style="list-style-type: none"> • “Aspire’s aim is to empower students to reach their full academic and social potential, developing strong, civic minded citizens who are well prepared for college and careers. Through this program, the St. Tammany Parish Public School System operates four community learning centers that provide academic enhancement, recreation, and cultural activities for students, families and community members in St. Tammany Parish.” • To improve academic achievement • To provide homework assistance • To provide enrichment activities that encourage positive youth development • After School Program The after school programs provide extended opportunities for learning in a safe and secure environment offering participants • Nutritional snacks • Correlation of regular school day curriculum • Music, art, drama, and academic games • Computer skill based activities • Sports and recreation • Cooking • Homework help and tutoring with certified teachers and high school mentors 	<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 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: Teacher Stipend for Before School Enrichment Tutoring- \$25.00/hour @ 2 hours/ week for 20 weeks, totaling \$1000.00.</p>	<p>Effectiveness Measure: DIBELS Next and LEAP 2025 2019 Index Scores</p> <hr/> <p>Effectiveness Results:</p>
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Chahta-Ima Elementary 2018-2019

<p>KIT Tutoring – Students who are identified as KIT students, who are struggling academically at the end of any 9 Week Period, having an F on a Report Card in any subject area(s), will qualify for in-school tutoring in the indicated subject areas of concern. Students may also be tutored based on below level DIBELS scores. The amount of in-school tutoring is determined by the KIT coordinator of the Title I Department based on student need.</p> <ul style="list-style-type: none">• Extended School Year (ESY)- Students who qualify for services/accommodations in accordance with the district/state guidelines will be candidate for ESY• A third grade certificated teacher will tutor select third grade students, twice weekly, one hour per session for twenty weeks.• The students selected for this tutoring program will be students who are thriving academically based on a variety of data.• The tutoring serves as an enrichment program to achieve optimal student success.• The students will come to school one hour prior to its starting time of 8:35 am. PF are responsible for student transportation.• The tutoring is scheduled to begin in November.				
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<i>Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas</i>				
<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> A full-time Mental Health Provider (MHP) will work with students needing counseling services based on their needs. This counseling will help to improve academic achievement of students by helping them to develop coping strategies. 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> <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: One full-time Mental Health Care Provider who will serve the students.</p>	<p>Effectiveness Measure: JPams Behavior Report</p> <hr/> <p>Effectiveness Results:</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> The counselor is to plan, coordinate, and implement a program which allow students to create individual plans for academic, personal/social and career goals; engage in broader school improvement efforts to ensure access to current trends; respond to changing student needs; and to plan a curriculum of activities aligned with data and school-specific needs. 	<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 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: One full-time School Counselor who will instruct and serve students.</p>	<p>Effectiveness Measure: DIBELS Next and LEAP 2025 2019 Index Scores and PBIS Data</p> <hr/> <p>Effectiveness Results:</p>

Chahta-Ima Elementary 2018-2019

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"> • Positive Behavior Interventions and Support (PBIS) is a parish wide positive discipline program, which encompasses the FISH philosophy. Additionally, at CIE, CHAMPS is done in conjunction with PBIS. • Monthly PBIS meetings are held to address the PBIS focus behavior based on the monthly behavior data. Matters pertaining to PBIS are also discussed at the meetings along with ideas for home support, which are relayed to the families through teacher/staff communication. <ul style="list-style-type: none"> -Parents/families are invited to monthly PBIS Fish Fests -Monthly Character Awards -“Be There Bucks”-These are awarded to students for making good choices, following the schoolwide behavior plan based on the FISH Philosophy. Students can enter their “Be There Bucks” in a weekly drawing for prizes and attend Fish Fests and other PBIS functions. -Weekly Morning Meetings to give PBIS rewards -Goldfish Club to recognize outstanding students -Recess Reflections-When students get Recess Reflections, they are a result of actions that necessitate reflecting/counseling to guide the students in making more appropriate choices. -TRIBE/Check-In/Check-Out-Students who are at risk behaviorally may be put in TRIBE, Check-In/Check-Out Program or on a daily behavior sheet as a behavior intervention. TRIBE/Check-in/Check-Out is a PBIS program. TRIBE mentors are teachers/staff members, who work with the students in the program. The data from the TRIBE point sheets is analyzed by the PBIS Team for effectiveness and the interventions are adjusted accordingly. 	<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 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:</p>	<p>Effectiveness Measure: JPams Behavior Data, PBIS Data</p> <hr/> <p>Effectiveness Results:</p>

Chahta-Ima Elementary 2018-2019

Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students: Incoming Transferring Students-</p> <ul style="list-style-type: none"> • As new students come to Chahta-Ima they will receive an invitation to participate in a "Welcome Walk". Students will meet with other new students and get a tour of the school. They will also have a question/answer orientation type session. The school counselor will lead these sessions. Students in the PBIS Goldfish Club will also be a part of the "Welcome Walk." • Our 3rd grade students visit Bayou Lacombe Middle School towards the end of the school year. During this visit, they meet the 4th grade teachers as well as the administration and other support staff and take a tour of the school. During the transition visit, the 3rd grade teachers will conduct learning walks, observing the 4th grade teachers to continue to develop ways to make the transition from elementary to middle school as easy as possible for the students. Students will complete a reflection survey relating to the visit at Bayou Lacombe and 4th grade. • Kindergarten hosts a day for Head Start staff members, students and their family members to visit CIE. During this visit, the participants take a tour of the school, enjoy a snack, and participate in academic activities in the kindergarten classrooms. This also gives family members of Head Start students time to ask questions about the kindergarten program at CIE. 	<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: Printing Materials for Invitations/Handouts</p>	<p>Effectiveness Measure: Parent Family Survey Results</p> <hr/> <p>Effectiveness Results:</p>

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"> • PLCs (Professional Learning Communities) –Professional development meetings are conducted across all grade levels, facilitated by the Instructional Coach. The PLC topics are based on the SIP. • Kindergarten-Third Grade have eleven scheduled PLC’s. Each grade level PLC is two hours long, with Kindergarten and First Grade being combined. • The main focus of these PLC’s is the implementation of OWL, ReadyGEN, Guidebooks, primarily the small group component. Additionally, groups will analyze data to drive small group opportunities to maximize student growth. • Teachers will also work together collaboratively in PLC’s to develop assessments that are aligned with Guaranteed Curriculum and standards, along with analysis of data and adjust instruction/assessments in response to the analysis. • Both the Instructional Coach and Interventionist will push in to classrooms to help with teacher core instruction and intervention implementation. PLC topics will then address the observations/results of the push-in instruction sessions. • The coach will develop a clear focus plan on strategically use instructional coach support to make the greatest impact on student achievement. 	<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> <ul style="list-style-type: none"> -Eleven PLC’s will be scheduled for the year. Six substitutes will be needed for each PLC. Salary and benefits for substitutes allow teachers to attend PLC meetings. Kindergarten - Third Grade level teachers, as well as special education teachers, will attend the eleven PLC’s. -Seven half-day PLC’s will be held for the three Pre-K teachers. The PLC’s will require three substitute teachers for a half-day. -The total cost for the substitutes being used for Pre-K – Third Grade PLC’s totals \$6885.00. -Salary and benefits for Instructional Coach, Amanda Keller. -Printing materials/toner for 	<p>Effectiveness Measure: DIBELS Next and LEAP 2025 2019 Index Scores</p> <hr/> <p>Effectiveness Results:</p>
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Chahta-Ima Elementary 2018-2019

			necessary resources needed for PLC	
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • District Curriculum Specialists such as, Math, ELA, Science, Social Studies, and Special Education conduct professional developments for all teachers at CIE. The professional developments allow teachers to explore/understand the Guaranteed Curriculum. The teachers gain an increased knowledge of the Guaranteed Curriculum and how to most effectively use it to promote optimal instruction/student learning outcomes. The professional development helps teachers to understand how the Guaranteed Curriculum is aligned with standardized assessments. • The Reading Interventionist and Instructional Coach attend professional developments to implement and share with staff. • The Early Childhood Development Specialist hosts a variety of professional development sessions with the Pre-K staff to maximize best practices and student growth. • District Behavior Specialists present professional development sessions on behavior. • Professional Developments provided by STPSS through Go Sign Me Up (GSMU) • Teacher Leaders attend professional development to become more greatly aware of the new reading series (OWL, ReadyGen, and Guidebooks) and the ELA Curriculum. These teachers bring the information back to their grade levels and present/collaborate the information from the professional development. Additionally, there are Science and Social Studies Teacher Leaders who follow the same protocol. 	<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: Substitutes for Professional Development such as PLC's</p>	<p>Effectiveness Measure: DIBELS Next and LEAP 2025 2019 Index Scores</p> <hr/> <p>Effectiveness Results:</p>

Chahta-Ima Elementary 2018-2019

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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/subclaims, and subgroups:

- **Data Analysis is on-going-**
 - Weekly and Bi-Weekly**
 - Classroom Formative/Summative Assessments
 - Progress Monitoring
 - Moby Max Progress Reports
 - Interim and Nine Weeks**
 - Unit Pre and Post Tests
 - Benchmark Tests
 - JPams Generated Interim Reports
 - JPams Generated Nine Week Report Cards
 - EAGLE Assessments
 - Beginning of Year, Middle of Year, End of Year**
 - DIBELS Next
 - Student Learning Targets (TS Gold, DRDP-K, LEAP 360)
 - EAGLE Assessments
 - LEAP 2025 (2019)

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 Committees will meet**
- Since data is continually analyzed, and instruction/interventions are adjusted according to the data results, the implemented school programs, as outlined in the SIP are continually being reviewed for effectiveness.

Chahta-Ima Elementary 2018-2019

- During Professional Learning Communities (PLC's), grade levels review data to determine effectiveness. There is great collaboration to adjust instruction/interventions to maximize effectiveness. The instructional coach and reading interventionist are included in the data analysis and effectiveness evaluation. This information is relayed to all staff members such as Helping Hands, Certificated and Non-Certificated Instructional Aids, and Para-Professionals to work towards meeting the goals outlined in the SIP.
- Each month the two committees, both SIP and PFE will meet. These meetings will be documented with an invitation, sign-in sheet, and agenda. Notes will also be taken to document the content of the meetings.
- Monthly Grade Level Chair and Faculty Meetings are used to discuss the implemented programs and effectiveness, as outlined in the SIP.

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 SIP is a living document and will continually be reviewed/adjusted in relation to the data/evaluation results.
- The SIP and SIP summary is posted on CIE's Website for all stakeholders to view and also to provide feedback.
- Evaluation results will be added to the SIP in Spring 2019, however, some evaluation results will be added sooner if the results are available.
- When all evaluation results are reported and recorded in the SIP, this is shared with the faculty/staff both at the end of the 2018/2019 school year, and also at the beginning of the 2019/2020 school year. LEAP 2025 scores, along with subgroup scores are the final part of the evaluation process, so the final evaluation depends upon when these scores are made available to the school.
- Parents/Families and Community Members are invited to a SIP Evaluation Meeting. During this meeting, they receive a summary of the SIP evaluation. This is also posted on the website. Feedback can be given on the SIP evaluation.

2018-2019 Committee Members

<u>School Improvement Planning Committee</u> Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP	<u>Parent/Family Engagement Committee</u> Responsible for the Implementation of the PFE Activities in the SIP
<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Gary T. Marlborough • Student: Elijah Baumbush • Teacher: Caroline Vorenkamp • Teacher: Kim Pechon • Parent/Family: Pam Bardin • Parent/Family: Terry Sauls • Community Member: Lucinda Roberts 	<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Gary T. Marlborough • Student: Corryn Orr • Teacher: Kim Pechon • Teacher: LaTanya Alfred • Parent/Family: Chris Wallace • Parent/Family: Vang Shoua • Parent/Family: Laura Bice