

**2018-2019  
SCHOOL IMPROVEMENT PLAN**

**Cypress Cove  
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
Kindergarten has the lowest percentage of At-Risk students for 3 or more years. In 2016, with Kindergarten At-Risk scores at 13%, in 2017 13%, and in 2018 14%.	First grade has the highest percentage of At-Risk students for 3 or more years. In 2016 first grade at-risk scores were 29% in 2017 and 24% in 2018.
The Student Growth to Mastery Index was the highest school index in 2018 at 98.1 points.	The Assessment Index score was the lowest school index in 2016 at 74.0 points.
There have 0 expulsions for 3 or more years. In Kindergarten, the suspension rate has decreased for 2 or more consecutive years. The Kindergarten suspension rate went from 1.6% in 2016 to 0% in 2018.	The Third Grade Assessment Index scores for Social Studies has declined for 3 consecutive years. In 2016, the score was 75.7 points, in 2017 was 66.7 points, and in 2018 was 56 points. Pre-Kindergarten suspension rates remained at 0%, however in the 2017-2018 school year it increased by 2.2%.
Writing Performance is our strongest category of the 3rd Grade English Language Arts LEAP 2025 assessment with 63% of students scoring proficient (Mastery or Above).	Economics is our weakest subcategory of the 3rd Grade Social Studies LEAP 2025 assessment with 28% of students scoring proficient (Mastery or Above).
The 3rd Grade English Language Arts Index Score was the highest score in 2017 at 84.3 points and 2018 at 79.4 points.	The Social Studies Index Score was the lowest score in 2017 at 66.7 points and in 2018 at 56 points.
The subgroup of Two or More Races is the only subgroup that has sustained or increased their English Language Arts Index Scores. In 2016 their ELA index score was 65.5 points, in 2017 and 2018 the score was sustained at 88.1 points.	The subgroup of English Learners (EL) is the subgroup that has consistently decreased English Language Arts Index Score from 2016 to 2018 school years. In 2016, their ELA index score as 45.0 points, in 2017 the score was 38.5, and in 2018 the score was 24.0 points.
The subgroup Two or More Races has increased or maintained their score from 2016 through 2018 school years in both Math and English Language Arts. The Math score in 2016 was 81.8 points and in 2018 it was 88.1 points. The English Language Arts score in 2016 was 65.5 points and in 2018 it was 88.1 points.	The English Learner (EL) subgroup has shown a continuous decline in English Language Arts scores from 2016 through 2018 school years. From the 2016 to 2017 school year, the score decreased by 6.5 points. In 2016 the score was 45.0 points, in 2017 the score was 38.5, and in 2018 the score was 24.0 points.

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<p>The Students with Disabilities subgroup has consistently decreased the achievement gap in English Language Arts from 2016 through 2018 school years. In 2016, the ELA Index Score for Students with Disabilities was 35.8 points, in 2017 the Index Score was 35.6 points and in 2018 the Index Score was 46.3 points.</p>	<p>The English Learner and the Hispanic subgroups have shown an increase in the achievement gap in English Language Art from 2016 through 2018 school years. In 2016 the Index Score was 45.0 points, in 2017 the Index Score was 38.5 points and in 2018 the Index Score was 24.0 points.</p>
<p>The Two or More Races subgroup Index Scores were 88.1 points in Math and English Language Arts. The White subgroup Index Score was 84.7 points in English Language Arts and 77.5 points in Math. The Whole School average Index Score was 79.4 points in English Language Arts and 76.5 points in Math.</p>	<p>The English Learner subgroup Index Score was 24 points in ELA and the Students with Disabilities subgroup Index score was 34.2 points in Math; whereas The Whole School Index Score was 76.5 points.</p>
<p><b>DATA SOURCES:</b> 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><b>GOALS</b></p> <ul style="list-style-type: none"> <li>• <b><i>Goals must be <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>esults-focused, and <u>T</u>ime-bound.</i></b></li> <li>• <b><i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></b></li> <li>• <b><i>Must Include at Least 1 Subgroup Goal</i></b></li> </ul>	
<p>1. First Grade Spring DIBELS Next At-Risk assessment scores will decrease by 2%. The scores will decrease from 24% in Spring 2018 to 22% in Spring 2019.</p>	
<p>2. The Writing Performance category scores in the Third Grade ELA LEAP 2025 will increase from 63% proficient in 2018 to 65% proficient in 2019.</p>	
<p>3. The English Learners subgroup achievement gap in English Language Arts will decrease by 6 index points. The English Learners subgroup index score in ELA will increase from 24 points in 2018 to 30 points in 2019.</p>	
<p>4. The Two or More Races subgroup Math Index Scores at 88.1 index points will be sustained or increase from 2018 to 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><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></p> <ul style="list-style-type: none"> <li>• A draft of the School Improvement Plan will be provided to parents during a PTA general meeting. Parents will be able to provide input, concerns and ideas at this time. Before the School Improvement Plan is finalized, the administration will meet with a committee of parents to review for finalization. The School Improvement Plan will be available on the school website for public and parent access.</li> </ul> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>• At the end of the school year the administration will conduct an informal survey with parents and community partners. The results of this data will be noted for next year’s School Improvement Plan.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets used to support this activity:</b></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></p>	<p><b>Effectiveness Measure:</b> PTA Board member agenda minutes An informal parent survey will be conducted by the administration where concerns and ideas will be noted.</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<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>During PTA general and board meetings, the administration shares data with our parents and community members. Also, the School Improvement Plan is available to our community on our school website. Online feedback for the plan is reviewed throughout the year.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</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> School website</p>	<p><b>Effectiveness Measure:</b> PTA agenda meeting meetings An informal parent survey will be conducted by the administration where concerns and ideas will be noted.</p> <hr/> <p><b>Effectiveness Results:</b></p>
<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>The School Improvement Plan is available to parents and the community for review. Weekly newsletters are sent to parents informing them of curriculum skills being presented to children. Monthly newsletters are sent from our administration and PTA to help inform parents of curriculum and school activities. Events are planned throughout the year where the staff share curriculum updates with parents and care givers. Some of those events are:             <ul style="list-style-type: none"> <li>Meet and Greet the Teacher, Open House, Grandparent’s lunches, Buddy’s Breakfast, Coffee with the Counselors, and the Spring Fling</li> </ul> </li> <li>Parents also have access to all newsletters from teachers and administrators on the school website.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</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> School website</p>	<p><b>Effectiveness Measure:</b> PTA agenda meeting minutes An informal parent survey will be conducted by the administration where concerns and ideas will be noted.</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<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> <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>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> 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></p>	<p><b>Effectiveness Measure:</b> Teacher conference logs</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b><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></b></p> <p><b><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></b></p>				
<p><b>Parent Family Engagement Activity 1:</b> <b><u>Incoming Students</u></b></p> <ul style="list-style-type: none"> <li>Our school provides school tours several times throughout the year. However, most tours coincide with the end of the year for in-coming kindergarten students. A part of this tour includes an informational meeting for parents.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets used to support this activity:</b></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> Parent sign in</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 2:</b> <b><u>School Meet and Greet</u></b> <ul style="list-style-type: none"> <li>During this event, teachers meet with students and parents before school begins. Parents are given student and school informational sheets. If school supplies are needed for individual students, parents are given opportunities to gather. Parents are also given information about classroom procedures</li> </ul>	<b>Goal(s):</b> 1, 2, 3, 4	<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 type="checkbox"/> Other	<b>Items Needed:</b>	<b>Effectiveness Measure:</b> Meet and greet sign in
				<b>Effectiveness Results:</b>
<b>Parent Family Engagement Activity 3:</b> <b><u>Open House</u></b> <ul style="list-style-type: none"> <li>At this event, the PTA appraises parents of school needs and progress. Parents then visit homeroom classrooms. Classroom teachers provide an overview of the curriculum and procedures for the classroom/grade level, as well as the school.</li> </ul>	<b>Goal(s):</b> 1, 2, 3, 4	<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>	<b>Effectiveness Measure:</b>
				<b>Effectiveness Results:</b>

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<p><b>Parent Family Engagement Activity 4:</b> <u>Coffee with the Counselors</u></p> <ul style="list-style-type: none"> <li>At this event, parents and caregivers are invited to a group meeting led by the Counselor and Mental Health Provider. Information on curriculum and life skills are provided to parents during this time. There are multiple meetings throughout the year.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</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></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 5:</b> <u>New Parent Meetings</u></p> <ul style="list-style-type: none"> <li>At this event, parents are invited to attend an informational meeting at the beginning of the school year. The administration and staff provide curriculum briefings and school procedures during this time. Any parent concerns or questions are answered at this time.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</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></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 6:</b> <u>Lunch with a Loved One</u></p> <ul style="list-style-type: none"> <li>Friends and family members are invited to eat lunch with their student/s. During this time, guests are invited into classrooms to observe and participate in student activities.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</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></p>	<p><b>Effectiveness Measure:</b> Classroom sign in sheets</p>



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Informational brochures are provided to guests that align with grade level expectations.		<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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### 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><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• At Cypress Cove, we incorporate a multitude of programs that will help advance our students in Reading and Math. In K-1, students are exposed to daily phonics exercises that increases letter knowledge and phoneme awareness. This is incorporated through our ReadyGen curriculum. Students also participate in Guided Reading and Writing activities in all grade levels (preK-1). In Math, teachers are using best practices using the school district’s guaranteed curriculum and Eureka Math. Teachers use manipulatives and district approved guide to help reinforce curriculum lessons. PreK teachers use the Owl curriculum to meet the needs of their students.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</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> <ul style="list-style-type: none"> <li>Guaranteed curriculum (online)</li> <li>ReadyGen curriculum materials</li> <li>Eureka Math Modules</li> <li>Phonics guide book (Sounds and Letters) and cards</li> <li>Owl curriculum series</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>Dibels Next scores</li> <li>SLT scores</li> <li>ReadyGen selection tests</li> <li>ReadyGen Performance Based Assessments</li> <li>Eureka Math Module tests</li> </ul> <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>• Three times a year teachers will be assessing students for DIBELS Next. In the beginning of the year K-1 students will be testing on letter knowledge and phonemic awareness. The scores given from this test will allow teachers to progress monitor at risk/intensive students. Mid year student are tested again to check for progress. At this time the first grade test adds the component of reading fluency. Again, teachers take the results of student data to drive the reading instruction within their class. At the end of the year students take the test for a final time. This score will show the complete progression for students in K-1.</li> <li>• SLTs (student learning targets) are also given 3 times a year. The data received is dealt with similar to Dibels Next. Teachers use SLT scores to drive instruction and improve skills. However, with SLTs math and reading instruction will be focused upon.</li> <li>• In the beginning of the year K teachers administer the DRDP test to all students. The PreK teachers administer the TS-Gold. The data from these tests will drive not only our academic lessons, but social/emotional as well.</li> <li>• K and First Grade teachers use Eureka Math Module and ReadyGen selective tests throughout the year to assess student growth in the math and English Language Arts academic areas.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets used to support this activity:</b></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>Dibels Next SLT DRDP MTS Guaranteed curriculum (online)</p>	<p><b>Effectiveness Measure:</b></p> <p>Dibels Next score SLT scores TS-Gold notes/scores Eureka Math Module tests ReadyGen selective and Performance Based Tests</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• There are various assessments that provide evidence of students who are at-risk. DIBELS Next scores indicates to the teacher which students are well below level and strategic (at-risk). Teachers then administer Progress Monitoring tests to these students to target students specific needs. DIBELS Next provides data for reading achievements and needs. Another assessment that is administered is the Literacy Rubric (Stuagler). This assessment focuses on phoneme awareness and reading readiness.</li> <li>• SLT (student learning targets) provide student learning data for math and reading. Teachers track student progress 3 times a year through these tests. The reading component focuses on writing, letter recognition, and reading comprehension. The math component focuses on numerals, geometry, and numeric functions.</li> <li>• The TS-Gold assessment provides PreK teachers insights on student progress throughout the year. The notes collected help drive instruction providing adaptations and enhancements as needed.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</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> Guaranteed curriculum Dibels Next SLTs MTS</p>	<p><b>Effectiveness Measure:</b> Dibels Next score SLT scores TS-Gold notes/scores Eureka Math Module tests ReadyGen selective and Performance Based Tests Literacy Rubric</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 meaning and then engage in the content specific practices in ELA, math, social studies, and science.</li> </ul> <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>• There is a full time para professional that pulls students from classrooms to provide small group and one on one instruction. She also collaborates with teachers on lesson experiences.</li> </ul>	<p><b>Goal(s):</b></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 type="checkbox"/> IDEA</li> <li><input checked="" 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> SLT scores Dibels Next scores</p> <hr/> <p><b>Effectiveness Results:</b></p>

***Interventions for At-Risk Students***

<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• There are various assessments that provide evidence of students who are at-risk. DIBELS Next scores indicates to the teacher which students are well below level and strategic (at-risk). Teachers then administer Progress Monitoring tests to these students to target students specific needs. DIBELS Next provides data for reading achievements and needs.</li> <li>• SLT (student learning targets) provide student learning data for math and reading. Teachers track student progress 3 times a year through these tests. The reading component focuses on writing, letter recognition, and reading comprehension. The math component focuses on numerals, geometry, and numeric functions.</li> <li>• The TS-Gold provides PreK teachers insights on student progress throughout the year. The notes collected help drive instruction providing adaptations and enhancements as needed.</li> </ul>	<p><b>Goal(s):</b></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 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> <p>Dibels Next Scores</p> <p>SLT scores</p> <p>TS-Gold notes/scores</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• RTI is provided for students that are below and well below level in reading. Teachers provide weekly lessons that focus on reading skills that target student deficiencies.</li> <li>• Voyager tutoring is provided for first grade students that are below and well below benchmark according to DIBELS Next scores.</li> <li>• Project Read is implemented by special education teachers in K-1. This hands on curriculum adds multimodal learning to reading instruction. Teacher Assistive Team (TAT) has been set up to assist teachers. The team provides age appropriate interventions specific to individual needs</li> </ul>	<p><b>Goal(s):</b></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 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> <p>SAT intervention data</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Cypress Cove Elementary 2018-2019**

<ul style="list-style-type: none"> <li>The Junior Auxiliary of Slidell provides in school tutoring for at risk students. Grade level skills are emphasized and reviewed during these sessions.</li> <li>Teacher Assistive Team (TAT) has been set up to assist teachers. The team provides age appropriate interventions specific to individual needs</li> </ul>				
<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>When students do not achieve proficiency they are placed in the SAT process. Through this process the teacher identifies academic and behavioral delays that the student may be displaying in the classroom. A committee of special education teachers and administrators collaborate together with parent permission to screen children for possible physical limitations as well as processing delays. The committee recommends interventions to the classroom teacher. After implementing interventions the student is tested again. If significant progress is not met children are then screened for special educational programs.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <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><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> SLT data Dibels Next data</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Interventions Specific to <u>Students with Disabilities:</u></b></p> <ul style="list-style-type: none"> <li>Teachers will implement SAT interventions for students that have been identified as at risk. These research based interventions center on needed skills in both in math, ELA, and behavior.</li> <li>Special needs professionals have been added to our PreK through First grade setting. These classroom teachers can be found in the Early Childhood Restricted Numbers classrooms, a Mild and Moderate classroom, and, a full time Mental Health Provider.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</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 type="checkbox"/> Other	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> SAT intervention data sheets data Behavior Intervention Plans</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Cypress Cove Elementary 2018-2019**

<p><b>Interventions Specific to English Learners:</b></p> <ul style="list-style-type: none"> <li>A full time paraprofessional is on staff at our facility. She works with grade level teachers on best practices and interventions for English Learners.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets used to support this activity:</b></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 type="checkbox"/> IDEA</li> <li><input checked="" 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> ELPT data</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>Inclusion classes are found in PreK through first grade. A teacher and para provide services for each grade level (preK and K share). These teachers go into classrooms and monitor student needs, and provide assistance and modifications as needed. The teachers record progress weekly on each of their students. Collaboration with classroom teachers are done weekly to maintain lesson modifications and enhancements.</li> <li>There is 1 MAE class at CCE. These students have 1 certified teacher and 1 para professional. In this classroom students receive one on one and small group instruction. Throughout the day behavior modifications are implemented to guarantee student success.</li> <li>An Instructional Coach provides resources aligned with the ReadyGen curriculum.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets used to support this activity:</b></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 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> Dibels Next scores  SLT scores</p> <hr/> <p><b>Effectiveness Results:</b></p>
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**Cypress Cove Elementary 2018-2019**

<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>• The school provides a fee based after school program for students. During this time students are given one on one help with homework and school assignments.</li> <li>• Each grade level experiences 2 field trips per year. These field trips are based on grade level standards.</li> <li>• Southeastern Louisiana University provides student interns and student teachers to help with instruction and remediation.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</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> Dibels Next scores SLT scores</p> <hr/> <p><b>Effectiveness Results:</b></p>
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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, 4</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> MHP reports Student discipline data</p> <hr/> <p><b>Effectiveness Results:</b></p>
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**Cypress Cove Elementary 2018-2019**

<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>Students are provided with life skill lessons once a month. She also assists individual students with coping and emotional needs.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets used to support this activity:</b></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> Student discipline data</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Implementation of a schoolwide tiered model to prevent and address problem behavior:</b></p>				
<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>The counselor at school provides monthly character lessons for each classroom. She also implements a bully awareness program for classroom teachers to implement.</li> <li>Eagle’s nest was created for students with at-risk behaviors. This program assigns coaches to students. The coaches meet with students twice daily. Students are encouraged to show positive behavior and are rewarded on a point system.</li> <li>Eagle Buddies is another program that focuses on students that may be struggling with emotional issues. Staff volunteer to buddy up with students. Each buddy meets with his or her student weekly.</li> <li>Every day the administrators provide “shout outs” to students for every day achievements. These achievements include behavior and academics.</li> <li>Students are also rewarded with Golden Tickets. These are given when students show good behavior. The tickets are then collected and prizes are chosen from the tickets. This is done several times a week.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets used to support this activity:</b></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 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> Incident report tracking Eagle nest tracking data</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Cypress Cove Elementary 2018-2019**

<ul style="list-style-type: none"> <li>CHAMPS is also incorporated within the classroom and school. Students receive incentives after completing required behavior expectations with this program.</li> </ul>				
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<b>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <p><b>Incoming:</b></p> <ul style="list-style-type: none"> <li>Our school provides school tours several times throughout the year. However, most tours coincide with the end of the year for in-coming kindergarten students. A part of this tour includes an informational meeting for parents.</li> </ul> <p><b>Outgoing:</b></p> <ul style="list-style-type: none"> <li>First grade students go on a school tour of our feeder school, Honey Island (grades 2-3).</li> </ul>	<p><b>Goal(s):</b></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> <p>Informal parental feedback</p> <p>Teacher observation</p> <hr/> <p><b>Effectiveness Results:</b></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><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>• Every week teachers meet for a 40 min. collaboration time. An administrator/s lead this collaboration. During this time teachers analyze classroom SLT data, explore age appropriate lessons, and coordinate guaranteed curriculum endeavors. The meeting results are recorded and reviewed each week. Any information that is gained is shared within grade levels throughout the week. Examples of activities produced from these meetings are guided reading activities, math center activities, and phonics instruction. An Instructional Coach provides curriculum aligned lesson ideas during this time.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</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> Teacher observations</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Learning walks are done within the school twice a year. Teachers observe classroom best practices. Observed teachers are given positive feedback from other teachers and administrators after observations.</li> <li>• Teachers also attend workshops during and after school hours. These workshops focus on enhancing student skills in reading and math.</li> <li>• New teachers meet once a week to help collaborate and review lessons for the upcoming week. Administrators help the new teachers with school procedures and guaranteed curriculum lessons.</li> <li>• Grade level meeting are held quarterly. At these meeting teachers collaborate on future lessons and SLT alignment.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</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> Teacher observation</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Cypress Cove Elementary 2018-2019**

**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:**

- 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:**

- Throughout the year teachers and administrators analyze data from SLTs, DIBELS Next, Eureka Math Module assessments, and ReadyGen Performance Based Assessments. This data will help drive instruction and remediation strategies.

**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:**

- Several times a year the SIP Committee will meet to analyze data collected during PLCs. These meetings will note problems and advances that align with the SIP implementation.

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

- Evaluation results will be shared with teachers through faculty meetings and PLCs. Parents and community members will be notified through PTA meetings and newsletters.

**2018-2019 Committee Members**

<p><b>School Improvement Planning Committee</b></p>	<p><b>Parent/Family Engagement Committee</b></p>
<p><b>Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</b></p> <p><b>Members Include:</b></p> <ul style="list-style-type: none"> <li>• Principal: Lisa Dial</li> <li>• Student:</li> <li>• Teacher: Joanna Brockhoff</li> <li>• Teacher: Jackie Crawford</li> <li>• Parent/Family: Rachel Fradella</li> <li>• Parent/Family: Lindsay Minyard</li> <li>• Community Member: Melanie Herring</li> </ul>	<p><b>Responsible for the Implementation of the PFE Activities in the SIP</b></p> <p><b>Members Include:</b></p> <ul style="list-style-type: none"> <li>• Principal: Lisa Dial</li> <li>• Student:</li> <li>• Teacher: Joanna Brockhoff</li> <li>• Teacher: Jackie Crawford</li> <li>• Parent/Family: Rachel Fradella</li> <li>• Parent/Family: Lindsay Minyard</li> <li>• Parent/Family: Kristen Remerow</li> </ul>