

**2018-2019
SCHOOL IMPROVEMENT PLAN**

Folsom 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
<p>According to DIBELS data, second grade has scored the lowest percentage in Intensive over the last three years (26% in 2016, 24% in 2017, and 19% in 2018).</p>	<p>According to DIBELS Spring results, over the last 3 years, first grade had the highest percentage of students scoring Intensive (29% in 2016, 24% in 2017, and 19% in 2018).</p>
<p>The Student Progress Index in 2018 is 98.1 points.</p>	<p>While the lowest school index is the Assessment Index, it did increase by 4.4 points from 2017 at 77.2, to 81.6 points in 2018.</p>
<p>According to the whole school index, in 2018, the point values increased in 8 of the 9 assessed areas on the LEAP 2025. 3rd grade, ELA increased from 85.7 to 88.1; Math increased from 87.3 to 104.1; and Social Studies increased from 72.2 to 81.9. 4th grade ELA increased from 86.9 to 90.7; 4th Math increased from 91.7 to 93.0; and 4th Social Studies increased from 64.2 to 73.3. 5th grade Math increased from 67.6 to 75.4 and 5th Social Studies increased from 49.0 to 69.1.</p>	<p>The School Performance Score declined from 100.0 pts. in 2017 to 85.7 pts. in 2018, primarily due to the changes in the accountability formula which went into effect in 2018.</p>
<p>According to the 2018 LEAP 2025 Assessment, all subgroups scored higher in Math than ELA, with the highest subgroup being the White subgroup at 94.2 pts. and the lowest performing subgroup being the Students with Disabilities subgroup at 52.9 pts.</p>	<p>In 3rd, 4th, and 5th grade, Social Studies was the weaker subject level index area compared to ELA and Math on LEAP 2025. The students received the following scores in 2016, 2017, 2018: 3RD grade Social Studies: 67.0, 72.2, 81.9 4th grade Social Studies: 77.0, 64.2, 73.3 5th grade Social Studies: 87.5, 49.0, 65.1</p>
<p>In 2016, 2017, and 2018, 3rd and 4th grade had the highest index scores on the Math LEAP2025. In 2018, 5th grade also had Math as their highest index score. In 2016, the Math index scores were as follows: 3rd grade: 81.6, 4th grade: 91.8. In 2017, the Math scores were as follows: 3rd grade: 87.3, and 4th grade: 91.7. The 2018 Math scores were: 3rd grade: 104.1, 4th grade: 93.0, 5th grade: 75.4. All index scores reported here are in points.</p>	<p>In 2017 and 2018, Social Studies was the lowest subject area in all grade levels on the LEAP 2025 Assessment. In 2017, the Social Studies index score in 3rd grade was 72.2, 4th grade was 64.2, and 5th grade was 49.0 points. In 2018, the Social Studies index score in 3rd grade was 81.9, 4th grade was 73.3, and 5th grade was 65.1 points. All index scores reported here are in points.</p>

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<p>In both ELA and Math, the highest performing subgroup was the White subgroup in 2016, 2017, and 2018, in 3rd, 4th, and 5th grade.</p>	<p>The Students with Disabilities subgroup was the lowest performing subgroup across the last three years in ELA (2016: 41.2 pts.; 2017: 48 pts.; 2018: 43.5 pts.) and Math (2016: 59.1 pts.; 2017: 50.3 pts.; 2018: 52.9 pts.). The scores reported here are Index Scores.</p>
<p>The Black subgroup increased in Math from 2016 to 2018: 60.6 to 78.2 points. The Black subgroup increased in ELA from 2016 to 2018: 66.9 to 75 points. The Whole School subgroup increased in ELA from 2016 to 2018: 78.7 to 82.9 index points.</p>	<p>The Economically Disadvantaged Subgroup, 4th and 5th grade, has a potential weakness in ELA based on the results of LEAP 2025 (4th grade: 76.0 pts. 2016; 84.3 pts. in 2017; 80.7 pts. in 2018; 5th grade: 75.3 pts. in 2016; 66.4 pts. in 2017; 67.4 pts in 2018).</p>
<p>The Whole School Math Achievement Gap declined from 9.4 point gap in 2016, to a 7.9 point gap in 2017, to a 4.7 point gap in 2018. The Black subgroup ELA Achievement Gap declined from an 18.4 point gap in 2016, to a 17.8 point gap in 2017, to a 13.0 point gap in 2018.</p>	<p>The Students with Disabilities subgroup has a potential weakness in the Math achievement gap, with the gap at 34.8 pts. in 2016, to 40.1 pts. in 2017, to 41.3 pts. in 2018.</p>
	<p>According to the 2018 LEAP 2025 Assessment, all subgroups scored lower in ELA than Math, with the lowest performing subgroup in ELA being the Students with Disabilities subgroup at 43.5 pts.</p>
<p>DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Category/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	

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GOALS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis*
- *Must Include at Least 1 Subgroup Goal*

1. 3rd through 5th grade students will increase percent proficient in ELA Reading Performance on LEAP 2025 by 5 percentage points from Spring 2018 to Spring 2019.
 - 3rd-75% to 80%
 - 4th- 67% to 72%
 - 5th- 55% to 60%
2. 3rd through 5th grade students will increase percent proficient in Math in Expressing Mathematical Reasoning on LEAP 2025 by 5 percentage points from Spring 2018 to Spring 2019.
 - 3rd- 75% to 80%
 - 4th- 49% to 54%
 - 5th- 41% to 46%
3. 4th through 5th grade Economically Disadvantaged Subgroup will increase in Index Points in ELA on LEAP 2025 by 3 points from Spring 2018 to Spring 2019.
 - 4th- 80.7 pts. to 83.7 pts.
 - 5th- 67.4 pts. to 70.4 pts.

2. PARENT AND FAMILY ENGAGEMENT

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p>Design:</p> <ul style="list-style-type: none"> • Spring, 2017, met with the SIP and PFE committees, including 7-8 parents, to review the previous year’s SIP and receive feedback and recommendations for the new 2018-2019 SIP, including changes to the PFE plan. • The SIP is posted on the FES website with a link to offer feedback so that all parents/shareholders have an opportunity to review the SIP and offer suggestions/feedback. <p>Evaluation:</p> <ul style="list-style-type: none"> • During Meet and Greet, in August, 2018, parents will be given a summary of the SIP evaluation results. • Parents complete the Title I survey in the spring. Feedback from that survey is used as well. • At the conclusion of PFE activities, parents complete a “Ticket Out the Door” offering feedback on the activity. 	<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"> • Title 1 Compacts 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Title 1 link on website for feedback • Ticket Out the Door • Feedback from SIP and PFE Committee Meetings <hr/> <p>Effectiveness Results:</p>

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<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • PTA Meetings • PFE Committee Meetings • SIP Committee Meetings 	<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 checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Title 1 Spring Survey Results • Sign-in Sheets from meetings • Feedback from SIP and PFE Committee Meetings <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Teachers in grades K-2 use red communication folders and teachers in grades 3-5 use Tiger Roar envelopes to send home important school related information as well as student work samples and data. Other things such as behavior charts and upcoming events are also communicated. • Planners are used in grades 3-5 for students to write down their homework and spelling and vocabulary lists. Teachers and parents also communicate quick notes about behavior, events, concerns, etc. in the planners. • Parents use the Student Progress Center. 	<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>Red communication folders</p> <p>Printing of Tiger Roar envelopes</p> <p>Planners</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Parent signature on Tiger Roars/Planners • Parent Survey <hr/> <p>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> • Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. <i>(Title VI of the Civil Rights Act of 1964)</i> 	<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>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Title 1 Spring Survey

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<ul style="list-style-type: none"> • Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. • Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. • Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
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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.

In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.

<p>Parent Family Engagement Activity 1: <u>Meet and Greet(August, 2018)-</u></p> <ul style="list-style-type: none"> • Students and parents/families meet the assigned classroom teacher to discuss academic curriculum and expectations for the school year. • Parents are given a summary of the evaluation results of the previous year's SIP. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> -Colored paper -Labels -Teacher stipends -Title 1 Compact -SIP Evaluation Results 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> -Attendance Rate -2018 Spring Parent Survey Results <hr/> <p>Effectiveness Results:</p>
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<p>Parent Family Engagement Activity 2: <u>Pancakes and Parents Grades K-2 (September, 2018)</u></p> <ul style="list-style-type: none"> Parents/Families are invited to eat breakfast with their students. After they eat breakfast, students are dismissed back to class and a presentation on accessing the school's website links for help with homework, curriculum, grades, etc. is explained. Specific instructions on accessing Moodle, Student Progress Center, and My Payments Plus are shared. 	<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> <ul style="list-style-type: none"> Pancake Supplies Information Handouts 	<p>Effectiveness Measure: -Attendance Rate -2018 Spring Parent Survey Results</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 3: <u>Pancakes and Parents Grades 3-5 (September, 2018)</u></p> <ul style="list-style-type: none"> Parents/Families are invited to eat breakfast with their students. After they eat breakfast, students are dismissed back to class and a presentation on accessing the school's website links for help with homework, curriculum, grades, etc. is explained. Specific instructions on accessing Moodle, Student Progress Center, and My Payments Plus are shared. 	<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> <ul style="list-style-type: none"> Pancake Supplies Information Handouts 	<p>Effectiveness Measure: -Attendance Rate -2018 Spring Parent Survey Results</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 4: <u>Science Night (November, 2018)</u></p> <ul style="list-style-type: none"> Parents/families of 4th/5th grade students will be informed on the Written Expression component required for their Science Fair Project Report. Parents/families will learn about the use of the Scientific 	<p>Goal(s): 1, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: -Science project boards -Materials to begin working on project boards</p>	<p>Effectiveness Measure: -"Ticket Out the Door" -2018 Spring Parent Survey Results</p>

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<p>Inquiry and its application to daily life so that they may assist their students in choosing and researching their required science project. They will be given time and materials to begin working on the project board.</p>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 5: <u>STEM Night (February, 2019)</u></p> <ul style="list-style-type: none"> Parents and students will be instructed on the use of Math and Science Applications across the curriculum. Parents will learn the importance of science and how they can help students gain interest in scientific topics. The Robotics Club will do a presentation of programs they have written involving the robots they code with Parents and students will work together to complete STEM activities. 	<p>Goal(s): 2, 3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> STEM Bins Robots 	<p>Effectiveness Measure: -"Ticket Out the Door" -Attendance Rate -2018 Spring Parent Survey Results</p> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 6: <u>Testing Tuesday (March, 2019)</u></p> <ul style="list-style-type: none"> Parents and student of 3rd – 5th grade students receive information on statewide assessments. They also work together on sample test items from standardized tests and learn strategies to help the students prepare. Parents are given links to go online to access practice tests with their students. 	<p>Goal(s): 1, 2 ,3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> Copies of LEAP 2025 testing information and released Test Items. 	<p>Effectiveness Measure: -"Ticket Out the Door" -Attendance Rate -2018 Spring Parent Survey Results</p> <p>Effectiveness Results:</p>

3. SCHOOLWIDE PLAN STRATEGIES

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

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

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"> • Instructional para (fulltime) works with students in 3rd-5th grade (under the supervision of a certified teacher) in the inclusive setting and in the intervention setting working with students whose assessment data indicates they are performing below level, including students with disabilities. • Computer Lab para (fulltime) works with students in grades K-5 on a variety of programs, depending on the current instruction being provided by the classroom teacher. Programs may include Microsoft Office, working on proficiency of word processing skills, or Typing Agent. • IXL- computer base program that offers online content to help build fluency across reading, math, and science. It helps teachers to support their in class instruction, assess learning, monitor progress, and places students on a customized learning path. • Certified Tutor- Works with students in the classroom who need assistance. • Scholastic News- supplemental materials related to current 	<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 <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"> IXL licenses Standards-aligned math resources Scholastic News Laptops Desktop computers Promethean pens Toner Mice Headphones Printers Projector bulbs 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> -LEAP 2025 Results -LEAP 360 Data -Student Grades -IXL Progress <hr/> <p>Effectiveness Results:</p>

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<p>events in Science, Social Studies, and ELA.</p> <ul style="list-style-type: none"> • Instructional Coach is used to support K-2 teachers in the use of Ready Gen as well as 3-5 teachers in Guidebook Instruction. • Eureka Strategies are used to support the Guaranteed Curriculum in Math. • Strategies: RACE (Read, Answer, Cite, and Evidence), RAPS (Restate, Answer, Provide Details, Sum It Up). 				
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • DIBELS - assessments given three times a year. Results are used to determine student needs to drive instruction. Results are also used to form intervention groups. • Diagnostic Assessment- This assessment is given in August to determine which standards have been mastered the previous year along with a clear focus of the needs of the students. • Benchmark Assessments- These assessments are given to analyze and guide instruction. • Unit Assessments- These assessments are given with each Math Unit to determine student growth. • PBAs and Selection Assessments- These assessments are given to determine skills the students retained. 	<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: -subs for DIBELS testing</p>	<p>Effectiveness Measure: -Results of Assessments</p> <hr/> <p>Effectiveness Results:</p>

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<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Inclusion Models and Resource Settings are used. • SPED Paras are used to offer support and accommodations to students within the Regular Education Setting. 	<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 checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> -LEAP 2025 Assessment -LEAP 360 -Grades -IEP Data <hr/> <p>Effectiveness Results:</p>
<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. • The ELPT is used to measure the performance through K-12 education and achieve college and career readiness. Results are used to determine a student’s level of English Proficiency and to decide which language services and supports the student will need to fully participate in core content classes. <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"> • EL Para works in the Regular Education Setting with EL student(s) in small groups. She repeats the instruction to ensure that the student(s) have a complete understanding. 	<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 checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> -LEAP 2025 -LEAP 360 -ELPT <hr/> <p>Effectiveness Results:</p>

Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> Teachers analyze diagnostic assessments and recommend appropriate interventions based on their needs. (Data Driven Decisions) Teacher recommendations Weekly Assessments LEAP 2025 Results DIBELS Results 	<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>Effectiveness Measure: -Formative and Summative Assessments -LEAP 2025 -DIBELS</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> Fast ForWord- Computer-based program for students with language and reading deficits; delivered by the special ed. teachers and the speech therapists 5 days a week for 30 minutes. Achieve 3000- Computer-based program that focuses on improving reading comprehension through nonfiction text. An instructional para assist students with this program under the supervision of a special education teacher. Students participate in this program 5 days a week for 30 minutes a day. Reflex Math- Students with math calculation deficits work on this computer-based program 5 days a week for 10 minutes a day. They begin with mastering addition and subtraction facts and then progress to mastery of multiplication and division facts. Voyager- reading intervention program that focuses on phonemic awareness. Students are instructed by a certified tutor 3-4 days a week for 30-40 minutes a day. Project Read is used with students who are dyslexic or who are lacking basic phonology and spelling skills. 	<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 <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: -Achieve 3000 licenses -IXL Subscriptions -Computers -Mice -Headphones -Tutor Salaries and Benefits</p>	<p>Effectiveness Measure: -Formative and Summative Assessments</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> Tutor- works with all students, including SWD, whose assessment data indicates they are performing below level in ELA. She works in small groups with students daily. IXL- computer base program that offers online content to help build fluency across reading, math, and science. It helps teachers to support their in class instruction, assess learning, monitor progress, and places students on a customized learning path. 				
<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"> Proper documentation of failed interventions and failure to meet grade level expectations result in a parent conference and referral to the SAT Process. As a result of the SAT Process, students may be referred to 504 or for a PAS evaluation. Progress of students with disabilities is monitored closely and changes in IEPs are made as necessary. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <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: -Reflection -SAT Notes</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to Students with Disabilities:</p> <ul style="list-style-type: none"> Fast ForWord- Computer-based program for students with language and reading deficits; A para assists the speech therapists with this program 5 days a week for 30 minutes. Achieve 3000- Computer-based program that focuses on improving reading comprehension through nonfiction text. The computer lab para and an instructional para assist students with this program under the supervision of a special education teacher. Students participate in this program 5 days a week for 30 minutes a day. Reflex Math- Students with math calculation deficits work on this computer-based program 5 days a week for 10 minutes a day. They begin with mastering addition and subtraction facts and then progress to mastery of 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: -Formative and Summative Assessments</p> <hr/> <p>Effectiveness Results:</p>

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<p>multiplication and division facts.</p> <ul style="list-style-type: none"> • Voyager- reading intervention program that focuses on phonemic awareness. Students are instructed by a certified tutor 3-4 days a week for 30-40 minutes a day. • Project Read is used with students who are dyslexic or who are lacking basic phonology and spelling skills. • Tutor- works with all students, including SWD, whose assessment data indicates they are performing below level in ELA. She works in small groups with students daily. (ROUF funds) • IXL- computer base program that offers online content to help build fluency across reading, math, and science. It helps teachers to support their in class instruction, assess learning, monitor progress, and places students on a customized learning path. 				
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • EL students receive the same interventions as students. (Based on needs.) 	<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>Effectiveness Measure: -Formative and Summative Assessments</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"> • PLCs • Speech • Enrichment Classes • Music • Art • Talented Art/Theater • P.E. • Robotics • Lego League • Violin 	<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: -Report Card Grades -Reflection</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> o Robotics coding- Using Science and technology to enhance student interest in computer coding while working in collaborative groups to complete specific goals through STEM activities. o Field trips- each grade level goes on 2 field trips per year. Teachers must justify the educational purpose of the field trip according to the standards. Field trip locations include Louisiana Discovery Center, Pumpkin Patch, Strawberry Patch, Renaissance Festival, Bogue Chitto State Park nature tour, Honey Island Swamp Tour, Instagator Farm, Mile Branch Settlement of Colonial Times, Institute of Marine Mammal Studies, and Culinary Kids. o Extended School Year Program- students with disabilities qualify based on their needs to have instruction on goals taught over a 12 year period so 	<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: -Reflection</p> <hr/> <p>Effectiveness Results:</p>

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<p>that learned material is not lost over the summer break</p> <ul style="list-style-type: none"> o Louisiana Day- planned for 3rd grade students to teach standards specific to the state of Louisiana o Math Tutoring- 4th/5th grade students who are performing at Basic and Approaching Basic level attend 45 minutes of instruction (4 days/week) for test preparation in specific math skills 				
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Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> • Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. • 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <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: -Report Card Grades -Discipline Referrals</p> <hr/> <p>Effectiveness Results:</p>
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<p>Counseling Services:</p> <ul style="list-style-type: none"> • Guidance Counselor schedules in-class, whole group counseling bi-monthly. Topics discussed include anger management, life skills, bullying, sexual abuse, work habits, etc. • The Guidance Counselor also provides small group sessions as needed. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Items Needed: -Second Steps Curriculum</p>	<p>Effectiveness Measure: -Discipline Referrals -Report Card Grades</p> <hr/> <p>Effectiveness Results:</p>
<p>Implementation of a schoolwide tiered model to prevent and address problem behavior:</p>				
<p>Strategies Used to Prevent and Address Problem Behavior:</p> <p>Counselor provides small group sessions for targeted students who exhibit repeated behavior problems.</p> <ul style="list-style-type: none"> ☐ Counselor provides whole class lessons biweekly to all students. Lessons are focused on character development. ☐ Counselor provides community resources to parents who are struggling with parenting skills. ☐ PBS program includes a committee that meets monthly to review discipline data. We have quarterly celebrations (Tiger Pride) to reward good behavior. Students can earn Tiger Bucks for good behavior and spend them at the Tiger Buck Store monthly. We also have Positive Office Referrals weekly and students are announced every Friday. ☐ Mentor teacher works with students during recess on team goals, achieving goals, and attacking the day in a positive manner while playing team sports. • We also give Perfect Attendance Awards quarterly, recognize Students of the Month, and hold Honor Roll Breakfasts quarterly as part of our PBIS program. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Items Needed:</p>	<p>Effectiveness Measure: -Discipline Referrals -JPAM Reports -Reflection</p> <hr/> <p>Effectiveness Results:</p>

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Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> -In August of each year we have a Meet and Greet night to introduce students to the school and teachers. -Teachers from the pre-school programs from outside agencies attend the IEP meetings at the end of the previous school year for pre-k students to ensure a successful transition. -Pre-K teachers meet with parents/families in small groups in the beginning of the year to introduce students to the new setting. -Pre-K teachers hold a parent/family meeting at the beginning of the year for all new parents/families to explain curriculum and provide general information. -Kindergarten teachers meet with parents/families in small groups in the beginning of the year to introduce students to the new setting and introduce the curriculum and expectations. -Administrators offer tours of the school for new parents/families and students as needed. -We have a New Parent Coffee in August. <p>Outgoing Students</p> <ul style="list-style-type: none"> – In May, our 5th grade students visit the Jr. High to be oriented for the following year. - We include an administrator from the Jr. High in all 5th grade SAT and IEP meetings to plan for transitions. -We invite an administrator from the Jr. High to speak to our 5th grade students about their upcoming transition at morning meeting in May - Feedback is obtained through conversations with parents and through the title one survey results. 	<p>Goal(s):</p> <p>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> <ul style="list-style-type: none"> -Bus Drivers to transport 5th Grade students to FJH 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> -Attendance -Sign-in Sheets -Title 1 Parent Survey <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"> • PLC meetings are conducted bi-monthly from 7:30am to 9:00am. 3rd through 5th grade teachers meet within their content area. K-2nd grade teachers meet with their grade level teams. Teachers are paid one hour per PLC Meeting. • Instructional Coach facilitates the PLC meetings using the Guided Questions and initiating SMART Goals. • Administrators attend all PLC Meetings. 	<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: -Teacher Stipends for PD</p>	<p>Effectiveness Measure: -Lesson Planning -Assessments</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Teacher Leaders meet with Grade Levels to share information learned at Teacher Leader Meetings. • Instructional Coach models lessons in the classroom. • Teachers visit other schools to observe implementation of Ready Gen. • Special Education Consultant meets with Special Education Teachers on a monthly basis. 	<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>Effectiveness Measure: -Reflection</p> <hr/> <p>Effectiveness Results:</p>

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

- All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.
- Teacher openings are advertised through the district website.
- District leaders attend local college and university teacher recruitment fairs in the fall and spring.
- The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district's social media sites.
- Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.
- Placement of Student Teachers from local universities
- The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.
- District Human Resources Coordinator serves as a speaker on college campuses for different education courses.
- District Human Resources Coordinator serves on various College of Education department committees at local universities.

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

McKinney Vento:

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

Food Services:

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

Special Education:

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

English as a Second Language (ESL):

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

21st Century Programs:

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

Headstart Preschool Programs:

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

4. Regular Monitoring and SIP Revision

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

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

- The SIP committee makes adjustments on use of Title I budget according to analyzed data
- PLC topics are adjusted based on the needs determined by analyzing the data
- Curriculum Specialists/Instructional Coaches are invited to provide professional development in the areas of academic needs based on the data.
- The PFE committee makes adjustments to activities as needed.

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:

- In August, the SIP Committee meets to discuss new plans for the upcoming school year (tutoring plan, interventions, para schedules, etc.)
- In September, the SIP Committee meets to complete a Data Analysis to help determine strengths and weaknesses of our school.
- In September/October, the SIP Committee meets to discuss revision of the Title I budget.
- In October/November, the SIP Committee meets to develop our SIP.
- In January, the SIP Committee meets (if needed) to make revisions to the budget.
- In March, the SIP Committee meets to review the SIP and revise as necessary.
- In May, the committee meets to gather all of the data for the evaluation of Title I programs and to write the Evaluation.

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 evaluation results are reported to parents/families at a PFE event at the beginning of the school year. The evaluation results are reported to the faculty and staff at a Faculty Meeting. They are also posted on the school's website.

2018-2019 Committee Members

School Improvement Planning Committee

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

Members Include:

- **Principal: Lesa Bodnar**
- **Assistant Principal: Julie Sciortino**
- **Teacher: Rebecca McCann**
- **Teacher: Brian Brewer**
- **Teacher: Reneisha Singleton**
- **Parent/Family: Heather Irvin**
- **Parent/Family: Crissy Darsam**
- **Community Member: Myra Houston**

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- **Principal: Lesa Bodnar**
- **Assistant Principal: Julie Sciortino**
- **Teacher: Rebecca McCann**
- **Teacher: Christy Newell**
- **Parent/Family: Lindsey Oster**
- **Parent/Family: Jana Pond**
- **Parent/Family: Damita Bell**