

**2018-2019
SCHOOL IMPROVEMENT PLAN**

Little Pearl Elementary



St. Tammany Parish Public Schools

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

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1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
Over the past 6 years, from 2013 to 2018, Kindergarten has increased Benchmark DIBELS Next scores by at least 1% each year from fall to spring (highest increase was in 2015 at 26%). In Spring, 2018, Benchmark or above increased from 41-42%.	Over the past 6 years, from 2013 to 2018, Kindergarten has had inconsistent increases in DIBELS Next Benchmark. The lowest increase occurred between 2016-2017 and 2017-2018 school years. In spring 2017, 70% of students scored Benchmark and in spring 2018, 42% of students scored Benchmark (a 28% decrease).
For the 2018 school year, the Student Progress Index was 94.6, compared to the "Assessment Index" of 71.5.	For the 2018 school year, the Assessment Index was 71.6, compared to the Student Progress Index of 94.6.
In the 2018 school year, ELA, Math and Social Studies increased in all grade levels in the Assessment Index. The highest increases were from 2017 to 2018 in all 3rd grade subjects as follows: ELA increased by 25.7 (from 59.9 to 85.6), Math increased by 27.5 (from 65.5 to 93.0), and Social Studies increased by 28.9 (from 38.0 to 66.9).	The School Performance Score was 78.2 in 2017 and decreased to 77.3 in 2018. This is a decline of 0.9 and is a result of the new state accountability calculation formulas.
During the 2017-2018 school year, the Assessment Index was highest in 3rd grade Math at 93.0. Major mathematical content was the highest category on the 2018 Math LEAP 2025 Assessment at 69% Mastery and Above.	During the 2017-2018 school year, 3rd grade Assessment Index score was the lowest in Science at 64.8. Additionally, 3rd grade increased from 43 to 46% demonstrating minimal growth of 3% in the Vocabulary subcategory of ELA in 2018.
For 2 consecutive years, the ELA Assessment Index was the highest in 4th and 5th grade. 4th grade was 73.7 (2016-2017) and 80.6 (2017-2018). 5th grade was 72.4 (2016-2017) and 77.4 (2017-2018).	For 2 consecutive years, the Social Studies Assessment Index was the lowest in 4th and 5th grade. 4th grade was 40.3 (2016-2017) and 52.5 (2017-2018). 5th grade was 45.1 (2016-2017) and 51.4 (2017-2018).
For the past 3 years, the Two or More Races subgroup in 5th grade Math has scored higher than all other subgroups. 2015-2016 (80.0), 2016-2017 (60.0) and 2017-2018 (115.0).	For the past 2 years, the Students with Disabilities subgroup in 5th grade ELA has scored lower than all other subgroups. 2016-2017 (28.4) and 2017-2018 (35.2).
For the past 3 years, the Whole School of English Learners subgroup increased their ELA Assessment Index scores by the greatest amount. 2015-2016 (8.9), 2016-2017 (23.6), 2017-2018 (51.7).	For the past 3 years, the 4th grade subgroup of Students with Disabilities has decreased their Math Assessment Index scores by the greatest amount. 2015-2016 (42.5), 2016-2017 (34.1), 2017-2018 (24.4).

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<p>For 2 consecutive years, the Two or More Races subgroup has consistently been the highest performing subgroup in ELA: 2015-2016 (65.7), 2016-2017 (87.3)</p>	<p>The Students with Disabilities subgroup is the subgroup with the greatest increase in achievement gap: 2015-2016 (40.1), 2016-2017 (52.1), and 2017-2018 (43.8)</p>
<p>In 3rd grade, Math is a potential subject area strength in all subgroups with the White subgroup being the highest at 96.4 during 2017-18 school year.</p>	<p>In 3rd grade, ELA is a potential subject area weakness in all subgroups with the Two or More Races subgroup being the lowest at 50.0 during 2017-18 school year.</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, Work Keys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	
<p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> • <i>Must Include at Least 1 Subgroup Goal</i> 	
<p>1. K students will increase reading achievement by increasing the percentage of students scoring At or Above Benchmark on DIBELS Next by 10% from Fall 2018 to Spring 2019: K-43% to 53%.</p>	
<p>2. By May 2019, 85% of Kindergarten students will score proficient (level 4 or above) in the mathematics domain on the DRDP-K from 0% in Fall 2018 to 85% in Spring 2019.</p>	
<p>3. By May 2019, Pre-Kindergarten students will increase one level on seven of twelve dimensions on the Literacy Domain of My Teaching Strategies assessment.</p>	
<p>4. By May, 2019, we will increase the percentage of students scoring emergent (level 3) in the Kindergarten subgroups, Students with Disabilities and English Learners on the Language and Literacy developmental domains on the DRDP-K as follows:</p> <p>Students with disabilities from 39% in Fall 2018 to 78% in Spring 2019.</p> <p>English Learners from 20 % in Fall 2018 to 80% in Spring 2019.</p>	

2. PARENT AND FAMILY ENGAGEMENT

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • The SIP committee school members will attend parish meetings for Data Analysis (September 2018) and the designing of the School Improvement Plan (November 2018). • Parent representatives/PTA members will be invited to the Title I/SIP Committee Meetings and asked to give input (Data Analysis October and SIP November). There are three parents on the committee. • A notice will be sent home informing the parents/families of the SIP posting on the website and input is encouraged. 	<p>Goal(s): 1, 2, 3, 4</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: paper, copier, toner, laminating film</p>	<p>Effectiveness Measure: 2018 Spring Parent Survey Ticket Out the Door</p> <hr/> <p>Effectiveness Results:</p>

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<p>Evaluation:</p> <ul style="list-style-type: none"> • Before Open House, the TRT will review the SIP Evaluation from the previous school year. <p>Feedback is obtained from parents through Tickets-Out-The Door at the November PFE Event during which the components of the SIP are reviewed.</p> <ul style="list-style-type: none"> • Parent/family input from 2019 Spring Survey. • Parents/families on the Title 1/SIP committee / PTA members will review evaluation results and based on these results revise the Policy/compact; March, 2019. 				
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • PTA meetings are held monthly to discuss PTA budget and expenditures. • Parents are encouraged to join PTA and classes with 100 % are rewarded. • SAT meetings- input about student from parents/families noted on the SAT forms. • Individual Educational Plan (IEP) meetings- input about student from parents/families noted on the IEP. • Parent Conferences noted on conference form if it is a concern. • Parent Committee Work • SPARKLE (Tier 2 PBIS support/check in-checkout) parents/families are made aware of the program, give permission for the child to be in the program, and keep a communication folder with the teacher and SPARKLE personnel. 	<p>Goal(s): 1, 2, 3, 4</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: Paper, copier, postage, folders, for sparkle</p>	<p>Effectiveness Measure: 2019 Spring Parent Survey Ticket Out the Door</p> <hr/> <p>Effectiveness Results:</p>

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<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"> • During Literacy Morning in September, the TRT will review the SIP Evaluation from the previous school year. Goals of the SIP, goals of the 17-18 title 1 program, and results will be shared. • At the November PFE Activity, the SIP is shared with parents, as well how Title I funds support the school. • Parents are also updated at the Spring PFE event about the SIP and Title I. • A DIBELS Next informational booklet will be given to kindergarten parents during an informational meeting related to language development in December (Winter Wonderland). • Report cards are sent home each nine weeks for kindergartens students. Progress reports are sent home with pre-k students twice yearly. • School Handbook. • Teachers hold a beginning of the year meeting and then are required to hold at least two conferences during the school year. At the beginning of the year, parents/families are informed of different types of testing used to assess the student’s progress and the purpose of the assessments. During conferences, teachers and parents/families discuss the child’s progress, the proficiency levels the child should meet, and ways to help at home. • A district letter is sent home with the first nine week’s report card in kindergarten explaining the social emotional skills • School website includes parent links to education resources that are available on the website 	<p>Goal(s): 1, 2, 3, 4</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: Paper, toner, printer ink, folders</p>	<p>Effectiveness Measure: 2019 Spring Parent Survey Ticket Out the Door</p> <hr/> <p>Effectiveness Results:</p>
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<ul style="list-style-type: none">• Progress reports for students receiving special education services are sent home each nine weeks.• Individual Education Plans (IEPs) meetings during which student progress is discussed, teacher and parent concerns are addressed, a plan of action is set, goal and objectives are created.• Student Assistance Team (SAT) meetings.• Teacher Websites for individual classroom information include important dates and curriculum information.• SPARKLE (PBIS Folders) tier 2 behavior (check in – checkout) intervention where students receive adult mentoring are sent home.• Pearl’s Pages (Principal’s Letter/updates).• PTA Newsletters (once monthly/updates).• Robo Calls (as needed for important announcements or at least monthly)• Parent / Family Activities – curriculum shared through planned activities• Title I informational meetings are held before monthly PTA meetings.				
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<p>Translation Services:</p> <ul style="list-style-type: none"> • Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) • Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. • Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. • Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s): 1, 2, 3, 4</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: Copier, supplies, toner, paper</p>	<p>Effectiveness Measure: 2019 Spring Parent Survey Ticket Out the Door</p> <hr/> <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:</p> <p align="center">Literacy Learning Morning Event – September 2018</p> <ul style="list-style-type: none"> Parents/families will have the opportunity to investigate literacy curriculum ideas and participate and engage with their children in each activity and instructional games. 	<p>Goal(s): 1,2, 3, 4</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: Copier, supplies, toner, paper, laminating supplies, instructional Materials: small food items, construction paper, scissors, glue, crayons, markers, googly eyes, glitter, chenille stems, new</p>	<p>Effectiveness Measure: 2019 Spring Parent Survey Ticket out the door</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <p align="center">STEAM Night Event – October 2018</p> <ul style="list-style-type: none"> Parents/families will have the opportunity to investigate science, technology, engineering, art and math concepts. STEM predictions, activities, and experiments will be utilized as well as other age appropriate and related activities (grocery store, sink and float, sky lab). Higher order thinking questions and predictions will be utilized where ever possible. A written component will be utilized with applicable stations. 	<p>Goal(s): 1,2,3,4</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: Pizza, paper plates, wood sticks, borax, straws, Ziploc bags, cereal, glow in the dark paint, balloons, mixing bowls, salt, cinnamon, black pepper, pumpkins in assorted sizes, bathroom cups</p>	<p>Effectiveness Measure: 2019 Spring Parent Survey Ticket out the door</p> <hr/> <p>Effectiveness Results:</p>

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<p>Parent Family Engagement Activity 3:</p> <p align="center">Thanksgiving Experience Event – November 2018</p> <ul style="list-style-type: none"> Parents and students will work together on activities to reinforce basic math and literacy foundational skills such as patterning, identifying numerals, counting one to one correspondence, story lines, retelling and the oral tradition of storytelling. Parents/families will be given handouts of activities that reinforce literacy and math learning demonstrated at the event and will help their children learn at home. 	<p>Goal(s): 1,2,3,4</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: Die cut blocks and storage, used to create booklets and manipulatives for ELA and Math Copier, supplies, toner, paper, laminating supplies, instructional Materials: small food items, construction paper, scissors, glue, crayons, markers, googly eyes, glitter, chenille stems, new books if needed*food items are used: in math for manipulatives, in literacy for sequencing, following directions.</p>	<p>Effectiveness Measure: 2019 Spring Parent Survey Ticket out the door</p>
<p>Parent Family Engagement Activity 4:</p> <p align="center">Winter Wonderland Reading/Math Experience – December 2018</p> <ul style="list-style-type: none"> Parents/families will experience ways to work with their children on concepts and skills to increase academic success. The ideas can be incorporated at home and used throughout the year to strengthen reading and math skills. A take-home packet of activities will be given to parents/families to help their children learn at home. 	<p>Goal(s): 1,2,3,4</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: Copier, supplies, toner, paper, laminating supplies, Food items, construction paper, scissors, glue, crayons, markers, google eyes, glitter, chenille stems, new books *food items are used as: in math as manipulatives, in literacy as</p>	<p>Effectiveness Measure: 2019 Spring Parent Survey Ticket out the door</p>

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			sequencing, following directions Die cut blocks and storage, used to create booklets and manipulatives for ELA and Math	
				Effectiveness Results:

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<p>Parent Family Engagement Activity 5:</p> <p>First Grade Readiness Meeting- March 2019</p> <ul style="list-style-type: none"> Kindergarten parents/families will be invited to attend Riverside Elementary first grade performance Parents will learn about first grade curriculum from first grade teachers Parents and Kindergarten students will tour Riverside 	<p>Goal(s): 1,2,3,4</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: Paper (parent invitations)</p>	<p>Effectiveness Measure: 2019 Spring Parent Survey Ticket out the door</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 6:</p> <p>Kindergarten DIBELS Meeting- March 2019</p> <ul style="list-style-type: none"> Parents/families will be provided with the mCLASS Literacy Performance Report on their child to view Parents will learn about DIBELS assessments from Kindergarten teachers Parents/families will be provided with strategies to assist with reading 	<p>Goal(s): 1,2,3,4</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: Paper (parent invitations), mCLASS reports, Take home packets for parents</p>	<p>Effectiveness Measure: 2019 Spring Parent Survey Ticket out the door</p> <hr/> <p>Effectiveness Results:</p>

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<p>Parent Family Engagement Activity 7:</p> <p>Summer Reading Initiative- April 2019</p> <ul style="list-style-type: none"> • Breakfast will be served to entice parents to attend • Kindergarten students who receive books will be identified through DIBELS assessment (Intensive/Strategic) • Pre-Kindergarten students who receive books will be identified through TS Gold data (Below Expectations) • The My Books Summer reading program will be introduced to parents. • The My Books Summer reading program provides students with fiction and nonfiction authentic books over the summer months. • Students keep the books which allows them to establish or expand a personal library. • Each take-home pack includes books, think sheets, journal, post card, colored pencils and a reading challenge. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/>Title I</p> <p><input checked="" type="checkbox"/>GFF</p> <p><input type="checkbox"/>Title II</p> <p><input type="checkbox"/>LA4</p> <p><input type="checkbox"/>IDEA</p> <p><input type="checkbox"/>Title III</p> <p><input type="checkbox"/>Title IV</p> <p><input type="checkbox"/>Perkins</p> <p><input type="checkbox"/>JAG</p> <p><input type="checkbox"/>Bond Money</p> <p><input type="checkbox"/>Other</p>	<p>Items Needed: Breakfast items, paper plates, Take home packs, Take home books</p>	<p>Effectiveness Measure: 2019 Spring Parent Survey Ticket out the door</p>
				<p>Effectiveness 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> <p>Kindergarten:</p> <ul style="list-style-type: none"> • Guaranteed Curriculum (GC) is used as a guide and resource • ReadyGEN reading series is being used in Kindergarten • During Literacy Work Stations, groups will receive differentiated instruction with the teacher. Needs will be addressed using a variety of methods. • Kindergarten Paraprofessional supports students during small group instructional time by facilitating cooperative learning groups. She supports all kindergarten classrooms daily. 	<p>Goal(s): 1,2,3,4</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 checked="" type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> Eureka supplemental materials 20 iPads 20 iPad Cases 2 iPad Charging Carts 	<p>Effectiveness Measure:</p> <p>Kindergarten: DRDP-K scores DIBELS Next Goal</p> <p>Pre-Kindergarten: My Teaching Strategies Goal</p> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none">• Guided Reading will be utilized in Kindergarten classrooms beginning with assessments in December. Kindergarten will use the <i>Independent Reading Level Assessment</i> program purchased by Title I. Teachers will group students by similar reading levels and skills. Lessons will be done at least four days a week. Groups will be adjusted as students' progress through leveled text.• BOOST will be utilized for all students. Boost is BURST's practice app. The BOOST application progresses students through leveled practice; as the student's scores and automaticity get higher, the application "unlocks" more advanced skills.• Thinking Maps are utilized during writing instruction. Instruction progresses from modeling at the beginning of the year and the responsibility is released as students gain ability.• Implementation of the Math Curriculum of the Guaranteed Curriculum along with resources from Everyday Math counts, Eureka materials, and My Math materials and supplies.• Desktop Computers for student use				
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<p>Pre-Kindergarten:</p> <ul style="list-style-type: none">• Learning centers, modeling, hands on, kinesthetic-movement, and practice opportunities are used throughout the school.• OWL curriculum is being used in Pre-K• Pre-K whole class instruction is done daily. This time focuses on the <i>Language Modeling and Concept Development</i> domains of CLASS. Through songs, question of the day, morning message, and quality literature, skills such as concepts of print, letter identification, and letter sound correspondence are embedded.• Whole group and small group instruction of concepts of print• Phonemic awareness skills are taught through whole and small group poems, songs, rhyming games, and literature.• Small groups are utilized within lessons in order to encourage peer modeling and language development• Center activities are differentiated in order to provide scaffolding for students.• Desktop Computers for student use				
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<p>Use of Academic Assessments to Improve Instruction:</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> • Teachers or TRT will do DIBELS Next progress monitoring at the end of each BURST cycle. • ReadyGen writing performance task and selection test will be done at the end of each unit/module. • Beginning in January, running records will be done with kindergarten students as appropriate and ongoing progress through leveled text. • DRDP-K data will be used to analyze the ongoing acquisition of Louisiana State Standards in ELA and Math for Kindergarten. • Eureka assessments will be completed at the end of each topic. • Common Assessments: Kindergarten Checklist, ReadyGEN Assessments, Eureka <p>Pre-Kindergarten:</p> <ul style="list-style-type: none"> • Checkpoint Data from <i>My Teaching Strategies</i> (MTS) is gathered at the beginning, middle, and end of the school year to identify areas of need for Pre-K students. • MTS is used to gather anecdotal data for Pre-K students throughout the year in areas of Math, Literacy and Social Emotional skills. Strategies given in each area are used as 	<p>Goal(s): 1,2,3,4</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 checked="" 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: Copier, supplies, toner, paper,</p>	<p>Effectiveness Measure: Reflection</p> <hr/> <p>Effectiveness Results:</p>
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<p>resources to guide small group instruction.</p> <ul style="list-style-type: none"> To ensure strategies are being done with fidelity, the principal will conduct teacher observations and monitor teacher SLTs. Strategies will be documented in teacher lesson plans. 				
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> K Inclusion classes allow a least restrictive environment for students with disabilities Students participate in the Blended Class as per IEP minutes/goals Tracking of IEP goals are ongoing 	<p>Goal(s):</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 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> <p>Kindergarten: Tracking Reports Progress Reports</p> <p>Pre-Kindergarten: MTS checkpoints</p> <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. 	<p>Goal(s): 1, 2, 4</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 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> <p>ELPT</p> <p>Kindergarten: BURST Vocabulary Progress Monitoring</p> <hr/> <p>Effectiveness Results:</p>

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<p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> • The EL paraprofessional will push in intervention for students. Students will be supported in vocabulary, receptive language, and expressive language. • Kindergarten EL students who scored at risk on the BURST vocabulary assessment are placed into BURST intervention groups with an emphasis in vocabulary. 				
<p><i>Interventions for At-Risk Students</i></p>				
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <p>Kindergarten</p> <ul style="list-style-type: none"> • DIBELS Next is administered 3 times per year. Students scoring at the strategic/intensive level on the DIBELS NEXT benchmark assessment and by teacher recommendation will receive BURST interventions. • PM is also administered at the end of each BURST cycle. Based on progress monitoring results, as well as classroom teacher observations/assessments, the tutor and the teachers make the groups fluid so that the students no longer in need are returned to the whole group, 	<p>Goal(s): 1,2,3,4</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 checked="" type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: DIBELS licenses DRDP – K Rubric and Spreadsheet Computer tutors</p>	<p>Effectiveness Measure: Kindergarten: Reflection Pre-Kindergarten: Reflection</p> <hr/> <p>Effectiveness Results:</p>

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<p>while those newly identified as needing support can be added to the group.</p> <ul style="list-style-type: none"> • BOOST will be utilized for students in the BURST program. The BOOST application provides additional, independent practice of specific skills students work on during intervention time with the teacher or tutor. <p>Pre-Kindergarten:</p> <ul style="list-style-type: none"> • My Teaching Strategies will be utilized to check for progress prior to each PLC meeting. 				
<p>Opportunities and Interventions for Students in Need:</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> • Teachers and 1 certified tutor will provide BURST interventions for at risk students daily during designated intervention block. The tutor will push in to each classroom. • Lesson plans with grouping for daily interventions will be evidenced by classroom observations and learning walks. • Daily communication between tutor and teacher is utilized to support the student intervention needs. 	<p>Goal(s):</p> <p>1,3,4</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 checked="" 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>6 Tablets 7 Burst Kits DIBELS license Tutor</p>	<p>Effectiveness Measure:</p> <p>Kindergarten: Tutoring Program Evaluation</p> <p>Pre-Kindergarten: My Teaching Strategies Reports</p> <hr/> <p>Effectiveness Results:</p>

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<p>Pre-Kindergarten:</p> <ul style="list-style-type: none"> Based on My Teaching Strategies Data, interventions will be developed during PLCs to ensure success of students who are not progressing. 				
<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"> MHP referral (as necessary) Consistent monitoring of Kindergarten DIBELS data at the end of each BURST cycle to determine students that continue to experience difficulty. Parent conferences are held for students who continue to experience difficulty. The student will be referred for the Student Assistance Team process. SAT Packet which contains various documents including, but not limited to, speech/language screening, vision/hearing screening, motor screening and assistive technology checklist. The Student Assistance Team reviews the students' data, assigns an intervention if needed and decides on appropriate screenings. 	<p>Goal(s): 1,3,4</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: Tablet DIBELS license</p>	<p>Effectiveness Measure: IRP 3 data Quarterly progress reports Kindergarten DIBELS Data</p> <hr/> <p>Effectiveness Results:</p>

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<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Early childhood Special Education • Blended Pre-K Class • Special Education Inclusion Paraprofessional will work with students daily to address kindergarten students' needs • Three K inclusion classes (classes include special education students) • Students participate in the Speech Therapy as per IEP minutes/goals • Curriculum is followed in conjunction with IEP goals and minutes • Modeling instructional practices that the student will be able to understand and follow • Provide prompts that the student is able to use • Present information visually and verbally • Scaffolding curriculum • BURST intervention groups based on DIBELs Next data • A committee meets monthly with our speech therapist/Assistive Technology team leader to discuss Assistive Technology • A committee meets quarterly with our special education coordinator to discuss changes in special education policies, student needs, and 	<p>Goal(s): 1, 2, 3, 4</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 checked="" 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: BURST Kits</p>	<p>Effectiveness Measure: DIBELs Next Data SPED Tracking Reports SPED Progress Reports</p> <hr/> <p>Effectiveness Results:</p>
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<p>additional trainings on Special Education Reporting Services (SER).</p>				
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • BURST vocabulary intervention groups • 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 LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. • An English Language Learner paraprofessional comes on Wednesday and Friday mornings for one hour to work with students within the classrooms. 	<p>Goal(s): 2</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 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: BURST Kits</p>	<p>Effectiveness Measure: ELPT DIBELs Next Data</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"> • Students participate in the Speech Therapy as per IEP minutes/goals • Occupational Therapy is provided weekly or according to IEP minutes for students needing to work on fine motor skills • Adaptive Physical Education is provided weekly or according to IEP minutes to work on gross motor skills • Physical Therapy is provided weekly or according to IEP minutes to improve muscle movement and strength • Assistive Technology is provided weekly or according to IEP minutes to increase students' communication skills • Teaching Strategies OSEP (Office of Special Education Program) • Art, physical Education, music and library classes • Kids in Transition (KIT) 	<p>Goal(s): 1,2,3,4</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>	<p>Effectiveness Measure: Reflection</p> <hr/> <p>Effectiveness Results:</p>
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<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"> • Fieldtrips – students toured the Slidell Fire Station where they were given a basic description of a firefighter job. This support the state standards of the PK and K curriculum. • LPO – students attended a concert presented by the Louisiana Philharmonic Orchestra where they were instructed on the basic structure of the structure of the orchestra. This supports the state standard of the music curriculum • Gina the Giraffe discusses dental hygiene. • The STPSO talks with students about their job and bike safety. We have a 9-1-1 presentation, handwashing presentation, and bus safety instruction. The PRFD discusses fire safety with the students. • The students will travel to the high school in the spring to see literacy come to life during a play. 	<p>Goal(s): 1,2,3,4</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 checked="" type="checkbox"/> Other 	<p>Items Needed: Copier, supplies, toner, paper</p>	<p>Effectiveness Measure: Reflection</p> <hr/> <p>Effectiveness Results:</p>
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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 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 administrator will monitor implementation of the MHP program. • MHP works with K classes weekly and Pre-K classes biweekly to encourage and teach positive behaviors, peer interactions, and social skills. • She works individually with teachers of students who experience adjustment or behavior issues. 	<p>Goal(s): 1,2,3,4</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> <ul style="list-style-type: none"> • Second steps kits • Psychological counselling and therapy products <ol style="list-style-type: none"> 1) Puppet set-anger is not for me 2) Photo social stories – About kids in school <ul style="list-style-type: none"> • Kaplan Early Learning Puppets • Iris Media skills curriculum 	<p>Effectiveness Measure: Outcome Measures for MHPs</p> <hr/> <p>Effectiveness Results:</p>
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<p>Counseling Services:</p> <ul style="list-style-type: none"> • The MHP also provides counseling with individual students who have parental permission. She works with teachers who need to do DCFS reports. She also consults with parents and with outside counselors when parents request this consultation. She attends IEPs when her service minutes are part of the plan. She also attends SAT meetings when the student has behavior or adjustment issues. • Her responsibilities also include assisting with Threat of Violence, determining if FBA and BIPs are necessary, writing of the FBA, and implementation of the BIPs. 	<p>Goal(s): 1, 2, 3, 4</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:</p>	<p>Effectiveness Measure: Outcome Measures for MHPs</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> <ul style="list-style-type: none"> • All teachers utilize the <i>Second Steps</i> social skills curriculum. • PBIS is used throughout the school to promote positive behavior. • Common area rules and expectations are explained and reviewed during morning meeting. • Bystander Revolution • Classroom teachers, MHP, TRT, and the administrator teach and reinforce positive behavior 	<p>Goal(s): 1,2,3,4</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 checked="" 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: Stickers, folders, paper, copier supplies</p>	<p>Effectiveness Measure: Discipline data</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none">• Be Here Week: Several weeks throughout the school year are designated as Be Here Weeks. Students who are in full attendance each day of that week are rewarded with extra recess time on Friday. JPams is used to track the data.• Students that are having difficulty adjusting due to such things as parents absent from the home, new siblings or anger, will be discussed in SAT if effecting academic progress. If deemed needed and with parental/guardian permission, the student is assigned a SPARKLE (Special People Are Reaching Kids to Learn Expectations). This person will meet with the child once or twice a day to help with self-esteem, anger management and attention-seeking behaviors. As a Response to Intervention program the data will be analyzed to consider further action.				
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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"> Spring Meet and Greet is for incoming students and their parents/families, flyers are sent home with enrolled students, the local daycares, the local Head Start and posted in the local grocery store. This Meet and Greet is held in the spring one afternoon. Parents/families and children are encouraged to come. The parents/families and children are given a tour of the school, get to meet and talk with a teacher. They also receive pamphlets about the school, the school handbook, registration information and information about our school website. A ticket out the door will be provided to assess effectiveness. On the website is registration information, supply lists, Title I information, school newsletters and class information. <p>Incoming Students at the Beginning of the School Year:</p> <ul style="list-style-type: none"> Fall Meet and Greet Fall Open House for all incoming students and their families On the website is registration information, supply lists, Title I 	<p>Goal(s): 1,2,3,4</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: Copier, supplies, toner paper</p>	<p>Effectiveness Measure: 2019 Spring Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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information, school newsletters and class information.

Incoming Students During the School Year:

- Meet the teacher prior to start date
- Assign peer buddy
- Welcome at Morning Meeting

Outgoing Kindergarten Students:

- There is an end of the year program during which students perform and then go back to their classroom for a presentation. Parents are encouraged to attend.
- The principal of Little Pearl (the outgoing school) will invite the principal of Riverside (the receiving school) to speak to the parents/families of kindergarten students before the spring activity of the Easter Bonnet parade. This is a well-attended event.
- The K students tour the receiving school.
- The receiving school provides information to the outgoing school which is sent home with the K students.

Pre-K Students Going to K:

- Tour Kindergarten classrooms
- Meet and Greet with teacher before the start of school.

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 will be held once a month for 3 hours starting in September. Teacher Substitutes will be hired for the ½ day PLC meetings through February. • Teachers will make a copy of PLC sign-ins agendas and any documents. TRT will receive originals which will then be placed in the Title I box. • Teachers are expected to participate in Professional Learning Community sessions and faculty meetings where data – driven decision-making is implemented. • Teachers are to ensure curriculum alignment between instruction and assessment. • Teachers are to maintain lists of their at-risk students and students on the cusp of achievement levels (above or below). <p>Pre-Kindergarten</p> <ul style="list-style-type: none"> • In Pre-K, My Teaching Strategies data is analyzed to identify areas of need. Small group lessons are developed, implemented, and assessed for effectiveness. Teachers then bring this data back to discuss the next plan of action. <p>Kindergarten</p> <ul style="list-style-type: none"> • DIBELS formative assessment data is analyzed. Small group lessons are developed, implemented, and assessed for effectiveness. Teachers then bring this data back to discuss the next plan of action. • Teachers are to use the data to design lessons and interventions for at-risk students 	<p>Goal(s): 1,2,3,4</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 checked="" type="checkbox"/> Other 	<p>Items Needed: Copier, supplies, toner, paper substitutes</p>	<p>Effectiveness Measure: My Teaching Strategies DIBELS Data Teacher Survey Reflection</p> <hr/> <p>Effectiveness Results:</p>
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<ul style="list-style-type: none"> • Redelivery of portions of ReadyGEN will guide the core of PLCs. 				
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Grade level meetings- • Curriculum specialist will be invited to present information throughout the school year related to Eureka math, Ready Gen, assessing DIBELs using the iPad. • Professional development will be presented by administration, TRT, and teachers upon returning from training including Summer Institute. • BURST training for all Kindergarten teachers prior to beginning the program. • Pre-K attends parish wide professional development at the beginning or the school year, at the end of the first quarter and the end of the third quarter. • K attends parish wide professional development at the beginning or the school year. ELA, math and science teacher leaders attend training and bring back information to redeliver. • Learning walks are set up for teachers throughout the school year as job embedded professional development. Teachers work in collaborative teams to visit classrooms, debrief, and reflect on meaningful experiences. • Two professional days are provided in the beginning of the year for schools to review information on 	<p>Goal(s): 1,2,3,4</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 checked="" 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: Teacher Survey Reflection</p> <hr/> <p>Effectiveness Results:</p>

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<p>curriculum changes, state changes and district new requirements, safety procedures and expectations.</p> <ul style="list-style-type: none"> • Two half days are provided by the district in October and March. • Paraprofessionals will attend professional development from the district on the October and March half days. • Teacher Leaders will present ongoing information as it is received related to the new Science curriculum as it is release from the state department and LDOE. • Teacher Leaders will present ongoing information as it is received related to the new ReadyGEN curriculum after district teacher leader meetings. 				
<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • 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. 				

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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 is monitored throughout the school year. This includes PFE assessments after the event, weekly assessments of the MHP lessons, data analysis of DIBELS results, teacher assessment results, and PBID data reviews. Assessments used are DIBELS Next, MHP assessment, district assessments, tickets out the door, surveys, progress monitoring, changes in tutoring placement, classroom interventions, MHP re-rostering, SPED goals and objectives will be implemented as needed. All assessment data is compiled and analyzed at the end of the year in order for the SIP evaluation to be completed.

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Data driven decision making is used to evaluate programs. A data binder is maintained throughout the school year by the TRT. The school's performance on DIBELs Next scores, and scores of the students on the math SLTs. In other words, the academic success of our students. Specifically, we are to address the following:

1. The effectiveness of the Tutoring program on academic achievement
2. The effectiveness of our PFE programs
 - a. Ability to draw parents/families into the school
 - b. Providing information to them that is timely and helpful.
 - c. Collecting input on the PFE activities
3. The effectiveness of the MHP program on academic achievement
4. The effectiveness of the PLC sessions and PD on academic achievement

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:

- A student ticket out the door will be utilized on a weekly basis to measure effectiveness of the MHP lesson. These are completed by the classroom teacher and given to the TRT who will track the data.

The SIP Committee meets throughout the school year to implement and evaluate the SIP plan as follows:

- ☒ Data Analysis Meeting at the CEC
- ☒ Data Analysis review at school
- ☒ SIP designing at the CEC based on the data analysis results
- ☒ SIP designing and review at school
- ☒ Revisions throughout the year are made as needed

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

- The SIP/ Title 1 committee will meet in May after all evaluation results are compiled. The committee will analyze, reflect, and determine changes to be made the following school year. Minutes of the meeting will be recorded.
- The results of the evaluations will be reported to the faculty at the first meeting of the year by the principal.
- The results of the program evaluation will be reported (through a power point presentation with handouts available) to the parents/families by the TRT at the Title 1 informational meeting in the fall. Parents/families will also be informed of the evaluation results through the posting of information on the school web site. When the program design for the upcoming year is explained after the evaluation is presented, changes in the plan due to evaluation results can be highlighted and discussed.
- Louisiana Department of Education teacher's report and principal's report

2018-2019 Committee Members

2018-2019 Committee Members	
<p><u>School Improvement Planning Committee</u> Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p> <p>Members Include:</p> <ul style="list-style-type: none">• Principal: Sabrina DesHotel Parish• Technology Resource Teacher (TRT): Judy Hankel• Student: LPE Student - Kindergarten• Teacher: Ann Boushie• Teacher: Maggi Turgeau• Parent/Family: Phyllis Jackson• Parent/Family: Tammy Robertson• Parent/Family: Shari Hutson• Community Member: Meshelle Koch	<p><u>Parent/Family Engagement Committee</u> Responsible for the Implementation of the PFE Activities in the SIP</p> <p>Members Include:</p> <ul style="list-style-type: none">• Principal: Sabrina DesHotel Parish• Technology Resource Teacher (TRT): Judy Hankel• Student: LPE Student - Kindergarten• Teacher: Ann Boushie• Teacher: Maggi Turgeau• Parent/Family: Phyllis Jackson• Parent/Family: Tammy Robertson• Parent/Family: Shari Hutson• Community Member: Meshelle Koch