

**2018-2019  
SCHOOL IMPROVEMENT PLAN**

**Sixth Ward Elementary**



**St. Tammany Parish Public Schools**

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

3/15/2019

Sixth Ward Elementary 2018-2019

**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
According to DIBELS NEXT data, second grade shows the highest percentage of students scoring Benchmark and above in spring of 2018 with 80% of students scoring Benchmark and above.	According to DIBELS NEXT data, first grade shows the lowest growth of students scoring At or Above Benchmark comparing fall to spring across 2 years: fall 2016 - spring 2017 (55% to 49%) percentage of students scoring At or Above Benchmark decreased 6% and from fall 2017 - spring 2018 (53% to 48%) percentage of students scoring Benchmark decreased 5%.
In 2018, the Student Growth to Mastery Index score (95.4 index points) presented higher than our Assessment Index (74.7 index points).	In 2018, the Assessment Index score (74.7 index points) presented lower than our Student Growth to Mastery Index score; however, the Assessment Index score increased consistently over 3 years from 67.9 (2016 index points), to 72.9 (2017 index points), to 74.7 (2018 index points).
Our 3rd grade ELA Assessment Index score increased consistently over the past three years from 64.5 index points (2016), to 82.5 index points (2017), to 86.6 index points (2018) and a total increase of 22.1 index points in ELA from 2016 to 2018.	Our 3rd grade Math Assessment Index score decreased over the past three years from 77.7 index points (2016), to 77.1 index points (2017), to 74.3 index points (2018) with a total decrease of 3.4 from 2016 to 2018. Our 4th grade Social Studies Index score decreased from 59.6 index points (2016) to 56.2 index points (2018) with a total decrease of 3.4 index points since 2016.
Over the past two years, 3rd grade ELA Assessment Index scores increased consistently from 64.5 index points (2016), to 82.5 index points (2017), to 86.6 index points (2018); a total growth of 22.1 index points in ELA from 2016 to 2018.	Over the past two years, 3rd grade Math Assessment Index scores decreased consistently from 77.7 index points (2016), to 77.1 (2017), to 74.3 (2018); a total decline of 3.4 index points since 2016.
For 3rd, 4th, and 5th grades, ELA proficiency (Mastery and above) percentages are the highest subject area on the LEAP 2025 in 2018: 3rd grade is 69% proficient, 4th grade is 53% proficient, and 5th grade is 52% proficient.	For 3rd, 4th, and 5th grades, Social Studies proficiency (Mastery and above) percentages are the lowest subject area on the LEAP 2025 in 2018: 3rd grade is 38% proficient, 4th grade is 30% proficient, and 5th grade is 32% proficient.
In 3rd grade, the subgroup "Students with Disabilities" scores increased in ELA 14.2 index points from 2016 to 2018.	In 5th grades, the subgroup "Students with Disabilities" scores were lower than "Whole School" in both ELA and Math by at least 26 index points or more in 2017 and 2018.
Over two years, our subgroup "Economically Disadvantaged" for the whole school increased in ELA index scores from 60.5 index points (2016) to 78.9 index points (2018); a total increase of 18.4 index points since 2016.	Over two years, our subgroup "Students with Disabilities" for 5th grade decreased Math scores from 52.0 index points (2016) to 37.1 index points (2018); a total decrease of 14.9 index points since 2016.

**Sixth Ward Elementary 2018-2019**

<p>Over the past two years, the subgroup "Economically Disadvantaged" for the whole school had an Achievement Gap decrease of 1.4 index points in the subject of ELA from a 4.5 point gap (2016) to 3.1 point gap (2018) and decrease of 1.2 point gap in the subject of Math from 6.1 point gap (2016) to 4.9 point gap (2018).</p>	<p>Over the past two years, the subgroup "Students with Disabilities" for the whole school had an Achievement Gap increase of 5.9 index points in the subject of ELA from a gap of 26.5 points (2016) to a gap of 32.4 points (2018).</p>
<p>For three years (2016-2018), 5th grade ELA Index scores are higher for "Students with Disabilities" than other subject areas: 40.0 (2016), 35.5 (2017), 37.1 (2018).</p>	<p>For three years (2016-2018), 3rd grade Math Index scores are lower for "Students with Disabilities" than other subject areas: 40.8 (2016), 43.5 (2017), 48.5 (2018).</p>
<p><b>DATA SOURCES:</b> School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Category/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	
<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>• <b><i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i></b></li> <li>• <b><i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></b></li> <li>• <b><i>Must Include at Least 1 Subgroup Goal</i></b></li> </ul>	
<p>1. First Grade students will increase reading achievement by increasing the percentage of students scoring At or Above Benchmark on DIBELS Next by 5% from Spring 2018 (48% students scoring At or Above Benchmark) to Spring 2019 (53% students scoring At or Above Benchmark).</p>	
<p>2. From Spring 2018 to Spring 2019 the percentage of students achieving Mastery and Above on the LEAP 2025 Social Studies Assessment in grades 3-5 will increase by 5% in each grade level. 3<sup>rd</sup> – 38% to 43%; 4<sup>th</sup> – 30% to 35%; 5<sup>th</sup> – 32% to 37%</p>	
<p>3. From Spring 2018 to Spring 2019 the 3<sup>rd</sup> Grade Math Assessment Index score will increase by 5 index points from 74.3 index points to 79.3 index points.</p>	
<p>4. From Spring 2018 to Spring 2019 the students in the subgroup “Students with Disabilities” in Math and Reading will increase their Assessment Index on LEAP 2025 by at least 5 Index points from 37.1 index points to 42.1 index points in both subjects.</p>	

## 2. PARENT AND FAMILY ENGAGEMENT

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p><b>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</b></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>• PTA meeting August 2018 – Admin. will try to obtain feedback/input on SIP plan and use this to write the new plan</li> <li>• SIP plan posted on the school website with a comment link for feedback</li> </ul> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>• Results presented at Open House</li> <li>• Title I Spring Survey is used to evaluate the plan</li> </ul>	<p><b>Goal(s):</b></p> <p>1-4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Paper</p>	<p><b>Effectiveness Measure:</b></p> <p>Parent Survey Attendance Records</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• PTA Meetings – parents give input and make decisions about school events</li> <li>• SAT Meetings – parents give input about their child’s academic needs/progress</li> </ul>	<p><b>Goal(s):</b></p> <p>1-4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> </ul>	<p><b>Items Needed:</b></p> <p>paper</p>	<p><b>Effectiveness Measure:</b></p> <p>Parent Survey Attendance at SAT/IEP meetings, conferences, and PTS meetings Data collected from surveys or exit tickets</p>

**Sixth Ward Elementary 2018-2019**

<ul style="list-style-type: none"> <li>• IEP Meetings – parents make decision about what is best for their child academically</li> <li>• Parent/Teacher Conferences – parents and teachers work together in the best interest of the children</li> <li>• Surveys, exit tickets, reflections – parents are allowed give feedback that will influence future events</li> </ul>		<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<b>Effectiveness Results:</b>
<p><b>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>• Nicky folders – all Pre-K – 5<sup>th</sup> grade students use this folder for school to home communication daily: newsletters, report cards, assessments, permission slips, teacher correspondence, school-wide events</li> <li>• School-wide event flyers; important notices sent home on colored paper; Robo Calls; school website</li> <li>• PTA Social Media</li> <li>• jPams – Teachers are required to post grades weekly</li> <li>• Student Progress Center – each parent has access to their child’s grades</li> <li>• Open House – teachers present a PP presentation outlining curriculum and school wide expectations including the SIP evaluation from the year before</li> <li>• NNPS – Being a Title I School we are a part NNPS and parents are also involved with the committee</li> <li>• Honor Roll Breakfast – parents are invited to celebrate their students and their achievements once a quarter</li> </ul>	<b>Goal(s):</b>  1-4	<b>Budgets</b> used to support this activity: <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 checked="" type="checkbox"/> Other	<b>Items Needed:</b>  Nicky communication folders Colored paper Breakfast provided by PTA NNPS membership	<b>Effectiveness Measure:</b>  Parent Survey 2018 Spring Parent Survey  <hr/> <b>Effectiveness Results:</b>

**Sixth Ward Elementary 2018-2019**

<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, <b>to the extent practicable.</b> <i>(Title VI of the Civil Rights Act of 1964)</i></li> <li>Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator.</li> <li>Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc.</li> </ul> <p>There are no EL students requiring services at this time.</p>	<p><b>Goal(s):</b></p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
---	------------------------	---	-----------------------------	---

**Sixth Ward Elementary 2018-2019**

*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><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>Meet and Greet - August 2018 – curriculum outline, PBIS expectations, dates of PFE and school-wide events</li> </ul>	<p><b>Goal(s):</b></p> <p>1-4</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input 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><b>Items Needed:</b></p> <p>Teacher stipends</p>	<p><b>Effectiveness Measure:</b></p> <p>Parent Survey Attendance Records</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>Social Studies Night – January/February 2019 – Parents will leave with a better understanding of SS standards, online resources will be shared, and parents will participate in an activity and then join their child to participate in a grade level standards based activity.</li> </ul>	<p><b>Goal(s):</b></p> <p>2</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input 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><b>Items Needed:</b></p> <p>Materials for activities</p>	<p><b>Effectiveness Measure:</b></p> <p>Parent Survey Attendance Record Exit Tickets</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Sixth Ward Elementary 2018-2019**

<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li>Math/Science Night – November 2018 – Math and Science in the Real World Teacher will conduct real world/real life activities that students can then turn around and take home to practice. Parents will be provided with handouts to assist with the understanding of grade level standards. NASA will provide a demonstration for students and teachers.</li> </ul>	<p><b>Goal(s):</b></p> <p>3 and 4</p>	<p><b>Budgets</b> used to support this activity:</p> <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>	<p><b>Items Needed:</b></p> <p>Materials/supplies</p>	<p><b>Effectiveness Measure:</b></p> <p>Parent Survey Attendance Record Exit Tickets</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 4:</b></p> <ul style="list-style-type: none"> <li>Pancakes with Parents – September 2018 – Parents will eat breakfast with their child and then meet with administration to hear about DIBELS Assessment and strategies to help their students be fluent readers. Parents will leave with information pertaining to these topics.</li> </ul>	<p><b>Goal(s):</b></p> <p>1</p>	<p><b>Budgets</b> used to support this activity:</p> <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 checked="" type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p>Materials/supplies Breakfast for parents</p>	<p><b>Effectiveness Measure:</b></p> <p>Parent Survey Attendance Records Exit Tickets</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 5:</b></p> <ul style="list-style-type: none"> <li>Literacy Night - SWE Goes to the Movies – Spring 2019 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students will watch the novel based movie from their curriculum. Parents will be given information on LEAP testing.</li> </ul>	<p><b>Goal(s):</b></p> <p>4</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4</p>	<p><b>Items Needed:</b></p> <p>Materials/supplies</p>	<p><b>Effectiveness Measure:</b></p> <p>Parent Survey Attendance Records Exit Tickets</p>



**Sixth Ward Elementary 2018-2019**

		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<b>Effectiveness Results:</b>
<p><b>Parent Family Engagement Activity 6:</b></p> <ul style="list-style-type: none"> <li>Summer Reading Program – Spring 2019 students scoring Intensive or Strategic on DIBELS Next will be sent a bag of reading materials home over the summer for students to read. Parents will be brought in to learn how to read with their students over the summer. Students who completed the Summer Reading Program will get an incentive program in Fall 2019.</li> </ul>	<p><b>Goal(s):</b></p> <p>1</p>	<p><b>Budgets</b> 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><b>Items Needed:</b></p> <p>Scholastic My Books          Summer Reading Program</p>	<p><b>Effectiveness Measure:</b></p> <p>Parent Survey          Exit Tickets          Attendance Record</p> <hr/> <p><b>Effectiveness Results:</b></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><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• CSR Teachers – 4<sup>th</sup> grade has a teacher funded to keep class sizes smaller</li> <li>• Mystery Science – standards based science resource for K-5 teachers to aid in planning engaging science lessons for students.</li> <li>• IXL – web based, standards aligned math resource to be used for enrichment and intervention in grades K-5</li> <li>• ReadyGEN – standards based reading curriculum for K-2 students</li> <li>• Guidebooks – standards based reading curriculum for 3-5 students</li> <li>• Guaranteed Curriculum – district created resources and lessons for math, science, and social studies for K-5 students</li> <li>• RAPS – evidence based strategies for writing across all subjects in grades 1-5</li> </ul>	<p><b>Goal(s):</b></p> <p>1-4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Additional Books/Resources for Guidebook Units IXL licenses Achieve3000 licenses Mystery Science licenses CSR Teacher 2 tutors Composition Notebooks Binders Page Protectors Expo Markers Poster Chart Paper Teacher Supplies Charging Station for iPads</p>	<p><b>Effectiveness Measure:</b></p> <p>2019 LEAP 2025 Results (percent mastery or above, assessment index) DIBELS Next SLT Diagnostic/Readiness Scores</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Sixth Ward Elementary 2018-2019**

<ul style="list-style-type: none"> <li>• Achieve3000 – web based, standards aligned reading and social studies resource to be used for enrichment and intervention in grades 4-5</li> <li>• Eureka Strategies – evidence based strategies to support the math instruction in the curriculum grades K-5</li> <li>• Push In Tutoring – 2 part-time tutors work with K-2 teachers by working with groups of students daily for enrichment or intervention based on skills being taught in the core curriculum</li> <li>• Amplify BOOST – web based, specific strategies and practice with reading skills targeted at their individual level</li> </ul>				
<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• DIBELS – K-2 students are assessed on reading fluency and comprehension at the beginning, middle, and end of the year.</li> <li>• DRDPK – Students in Kindergarten take district wide assessment throughout the year to identify student progress throughout the year.</li> <li>• Readiness/Diagnostic Assessment – Students in 1<sup>st</sup>-2<sup>nd</sup> grade take readiness tests at the beginning of the year to determine strengths and weaknesses.</li> <li>• LEAP 360 – Students in 3<sup>rd</sup>-5<sup>th</sup> grade take readiness tests that align with the LEAP test at the end of the year. Students take this test at the beginning and end of the school year to assess programs on the grade level standards.</li> <li>• LEAP 2025 – 3<sup>rd</sup>-5<sup>th</sup> students take the state-wide end of year test for Math, Science, Social Studies, and ELA.</li> <li>• Common Assessments – teachers in grades K-5 use common assessments.</li> <li>• Achieve3000 Lexile Data – Teachers and Administrators can access data on reading achievement for students.</li> </ul>	<p><b>Goal(s):</b></p> <p>1-4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>paper</p>	<p><b>Effectiveness Measure:</b></p> <p>2019 LEAP 2025 Results Reflection</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Sixth Ward Elementary 2018-2019**

<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• Resource – Students spend time in a resource classroom learning strategies and fill gaps in making progress in the regular education classroom.</li> <li>• Project Read – SPED teachers work with Students with Disabilities to practice reading strategies and phonics skills necessary to fill gaps in reading.</li> <li>• SPED Paras – Paras work with Students with Disabilities to access curriculum in the regular education and resource setting.</li> <li>• Inclusion – Students with Disabilities are placed in the regular education setting for core instruction.</li> <li>• Co-Teaching – SPED Teachers and Regular Education Teachers work together to plan and teach students in inclusion setting.</li> </ul>	<p><b>Goal(s):</b></p> <p>1-4</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Attainment of IEP Goals Diagnostic/Readiness Assessments 2019 LEAP 2025 Results (Subgroup Index Data for SpEd)</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>• The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</li> </ul> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>• The ELPT is used to measure the performance of ELs as they progress through K-12 education and achieve college and career readiness. Results are used to determine as student’s level of English proficiency and to decide which language services and supports the students will need to fully participate in core content classes.</li> </ul> <p>There are no EL students requiring services at this time.</p>	<p><b>Goal(s):</b></p> <p>1-4</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

**Interventions for At-Risk Students**

<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• Administrators, teachers, and interventionists look at data from multiple sources to determine students needing interventions.             <ul style="list-style-type: none"> <li>○ K-2 –                 <ul style="list-style-type: none"> <li>▪ Students scoring below benchmark on DIBELS.</li> <li>▪ Teacher recommendations and observations based on classroom grades and report cards</li> <li>▪ Retention students</li> <li>▪ SLT tests</li> </ul> </li> <li>○ 3-5 –                 <ul style="list-style-type: none"> <li>▪ SLT tests</li> <li>▪ LEAP scores</li> <li>▪ Teacher recommendations and observations based on classroom grades, progress reports, and report cards</li> </ul> </li> <li>○ New Students                 <ul style="list-style-type: none"> <li>▪ Report card grades from previous schools</li> <li>▪ LEAP scores from previous schools</li> <li>▪ Teacher recommendation and observation</li> </ul> </li> </ul> </li> </ul>	<p><b>Goal(s):</b></p> <p>1-4</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Paper</p>	<p><b>Effectiveness Measure:</b></p> <p>DIBELS Next 2019 LEAP 2025 Results</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• Burst – K-2 reading intervention program utilizing scripted lessons targeting students’ areas of weakness including phonemic awareness, letter sound knowledge, blending, reading fluency and comprehension. Interventions will be done 30 minutes a day 5 days a week by classroom teachers and 2 certified tutors. Implemented and monitored by classroom teachers, interventionists, and tutors.</li> </ul>	<p><b>Goal(s):</b></p> <p>1-4</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> </ul>	<p><b>Items Needed:</b></p> <p>Reflex Math Licenses Achieve 3000 Licenses IXL Licenses 2 Tutors After School Tutors Fast Forward Licenses Burst Kits Paper</p>	<p><b>Effectiveness Measure:</b></p> <p>2019 LEAP 2025 Results DIBELS data Burst data Fast Forward data Achieve data IXL data LEAP Scaled Score Chart</p>

**Sixth Ward Elementary 2018-2019**

<ul style="list-style-type: none"> <li>• ReflexMath – 3<sup>rd</sup>-5<sup>th</sup> grade at risk students and students with disabilities use this online computer program where students practice fact fluency in math 2-5 times a week; Implemented and monitored by classroom teachers and resource teachers</li> <li>• Fast Forward – 2<sup>nd</sup>-5<sup>th</sup> students who are struggling readers use this online based program to practice phonics and phonemic awareness for 30 min. daily; Implemented and monitored by the SLP.</li> <li>• Small Group Instruction – K-5<sup>th</sup> grade teachers use the strategy of small group instruction daily in all subjects to address the needs of struggling learners; Implemented and monitored by classroom teachers.</li> <li>• Project Read – 2<sup>nd</sup>-5<sup>th</sup> grade at risk students and students with disabilities use this ELA intervention for 30 min. daily. Implemented and monitored by SpEd teachers and classroom teachers.</li> <li>• Push In Tutoring – 2 part-time tutors work with K-2 teachers by working with groups of students daily for enrichment or intervention based on skills being taught in the core curriculum. Implemented and monitored by classroom teachers and tutors.</li> <li>• After School Tutoring – Teachers will work with 3<sup>rd</sup>-5<sup>th</sup> grade students on ELA and Math for 90 minutes twice a week after school. ELA will utilize Achieve 3000 for Comprehension and Written Expression. Math will use review/remediation of skills previously taught along with homework help. Implemented and monitored by classroom teachers and after school tutors (classroom teachers).</li> <li>• Achieve 3000 - 3<sup>rd</sup>-5<sup>th</sup> grade students have access to the computer based reading program Achieve 3000. This is being used once a week in the SPED classrooms (4<sup>th</sup>-5<sup>th</sup>) and once a week during afterschool tutoring (3<sup>rd</sup>-5<sup>th</sup>) for at risk students. Implemented and monitored by classroom teachers and after school tutors (classroom teachers).</li> </ul>		<input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Laptops	<b>Effectiveness Results:</b>
--	--	---	---------	-------------------------------

**Sixth Ward Elementary 2018-2019**

<ul style="list-style-type: none"> <li>IXL - Web based, standards aligned math resource to be used for enrichment and intervention in grades K-5 one or two times weekly. Implemented and monitored by classroom teachers.</li> </ul>				
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>SAT – This committee meets one day a week with administrators, RHT, speech teacher, classroom teachers, and parents to discuss strategies and interventions for struggling students. Students are referred to SAT by their teacher due to academic or behavioral concerns.</li> </ul>	<p><b>Goal(s):</b> 1-4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> paper</p>	<p><b>Effectiveness Measure:</b> 2019 LEAP 2025 Results DIBELS</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Interventions Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>Burst – K-2 reading intervention program utilizing scripted lessons targeting students’ areas of weakness including phonemic awareness, letter sound knowledge, blending, reading fluency and comprehension. Interventions will be done 30 minutes a day 5 days a week by classrooms teachers and 2 certified tutors.</li> <li>ReflexMath – 3<sup>rd</sup>-5<sup>th</sup> grade at risk students and students with disabilities use this online computer program where students practice fact fluency in math 2-5 times a week</li> <li>Fast Forward – 2<sup>nd</sup>-5<sup>th</sup> students who are struggling readers use this online based program to practice phonics and phonemic awareness for 30 min. daily.</li> <li>Small Group Instruction – K-5<sup>th</sup> grade teachers use the strategy of small group instruction daily in all subjects to address the needs of struggling learners.</li> </ul>	<p><b>Goal(s):</b> 1, 3-4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Reflex Math Licenses Fast Forward Licenses Burst Kits Paper Laptops</p>	<p><b>Effectiveness Measure:</b> 2019 LEAP 2025 Results (Subgroup Index Data for SpEd) Burst Data Fast Forward Data LEAP Scaled Score Chart</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Sixth Ward Elementary 2018-2019**

<ul style="list-style-type: none"> <li>Project Read – K-5<sup>th</sup> grade at risk students and students with disabilities use this ELA intervention for 30 min. daily.</li> </ul>				
<p><b>Interventions Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>There are no EL students requiring services at this time.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>



**Support and Extended Learning**

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):	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> <li>Co-Teaching/Inclusion – K-5<sup>th</sup> grade Classroom and SPED teachers work together to plan, instruct, and assess students in classroom settings. Students with Disabilities spend most of their day in the regular education classroom with support from classroom teachers, SPED teachers, speech teachers, and paraprofessionals.</li> <li>MAE Teacher – Supports students with at-risk behaviors to experience success in the regular education setting.</li> <li>Gifted Teacher – Supports the enrichment of students academically above grade level twice a week for 90 min.</li> <li>Title I Interventionist – works closely with classroom teachers to provide specific interventions to support student learning</li> <li>Talented Art – Supports the enrichment of students in art once a week for 90 min.</li> <li>Talented Theater - Supports the enrichment of students in theater arts once a week for 90 min.</li> <li>Violin - Supports the enrichment of students in violin once a week for 30 min.</li> <li>Other Supplemental programs for all students include Music, Art, and Library one time a week and PE twice a week.</li> <li>Speech – works closely with students and classroom teachers to support students who struggle with language and articulation</li> <li>OT – works closely with students and classroom teachers to support students who struggle with fine motor skills</li> <li>APE – works closely with students and classroom teachers to support students who struggle with gross motor skills</li> </ul>	<p>1-4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p>Supplies for KIT students</p>	<p>Reflections LEAP 2025 Scaled Score Chart</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Sixth Ward Elementary 2018-2019**

<ul style="list-style-type: none"> <li>• KIT – monitors students who are identified as in transition provides school supplies, clothing, fees, tutoring, and other resources as needed for each student.</li> <li>• Band/Chorus – supplemental program for students interested in learning more about the musical arts. Students meet 2-3 times a week to learn and practice instruments and singing.</li> </ul>				
<p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21<sup>st</sup> Century, before or after school tutoring, field trips):</b></p> <ul style="list-style-type: none"> <li>• After-school tutoring will be offered for grades 3-5 in ELA or Math 90 min. twice a week. Students will be referred to after-school tutoring based on teacher recommendation and LEAP scores. ELA will utilize Achieve 3000 for Comprehension and Written Expression. Math will use review/remediation of skills previously taught along with homework help.</li> <li>• 7 grade level field trips will be planned to extend classroom learning:             <ul style="list-style-type: none"> <li>○ PreK- Mandeville Children’s Museum</li> <li>○ K – Pumpkin Patch</li> <li>○ 1<sup>st</sup> – Discoveries (Hammond)</li> <li>○ 2<sup>nd</sup>-</li> <li>○ 3<sup>rd</sup>-</li> <li>○ 4<sup>th</sup>-</li> <li>○ 5<sup>th</sup>-</li> </ul> </li> <li>• 21<sup>st</sup> Century – Students have the opportunity to participate in homework help, fluency practice, and enrichment programs after school. Daily for 90 min. after school.</li> <li>• KIT Tutoring – Students who qualify for KIT can receive afterschool tutoring.</li> <li>• Robotics – 4<sup>th</sup>-5<sup>th</sup> students showing responsibility with behavior and academics in class have the opportunity to participate in this after school club to work as a team to accomplish real world problems in society. They do research, collaborate, and learn computer programming.</li> </ul>	<p><b>Goal(s):</b> 1-4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Trips Stipend and benefits for teachers and bus drivers KIT Tutors Robotics Competition Entry Fee Achieve 3000 Licenses</p>	<p><b>Effectiveness Measure:</b></p> <p>2019 LEAP 2025 Results DIBELS Report Card Grades 21<sup>st</sup> Century Parent Survey Reflections</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Sixth Ward Elementary 2018-2019**

<ul style="list-style-type: none"> <li>National Elementary Honor Society – 4<sup>th</sup>-5<sup>th</sup> grade students with a 3.0 GPA participate in this group to serve the community locally.</li> </ul>				
---	--	--	--	--

***Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas***

<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>Due to the transient and often unstable environments that many of our school's students experience, a full-time <b>Mental Health Provider (MHP)</b> will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.</li> </ul>	<p><b>Goal(s):</b></p> <p>1-4</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>MHP Salary</p>	<p><b>Effectiveness Measure:</b></p> <p>Reflection and Discussion with the MHP</p> <hr/> <p><b>Effectiveness Results:</b></p>
--	-----------------------------------	--	---	---

**Sixth Ward Elementary 2018-2019**

<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Steps – the counselor works with classroom teachers to push in, pull a small group, or provide resources to implement the 2<sup>nd</sup> steps social skills program</li> <li>• The counselor work with students individually as needed based on individual students’ needs.</li> <li>• The counselor provides services for students in the area of social skills, behavior intervention, emotional support, and more so students can access the classroom curriculum better.</li> </ul>	<p><b>Goal(s):</b></p> <p>1-4</p>	<p><b>Budgets used to support this activity:</b></p> <p><input 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><b>Items Needed:</b></p> <p>2<sup>nd</sup> Steps Resources</p>	<p><b>Effectiveness Measure:</b></p> <p>Reflections with the teachers, administrators, and counselors</p> <hr/> <p><b>Effectiveness Results:</b></p>
---	-----------------------------------	---	---	--

**Implementation of a schoolwide tiered model to prevent and address problem behavior:**

<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• PBIS Program <ul style="list-style-type: none"> <li>○ Cardinal Cards – Students can earn Cardinal Cards for following the school wide motto: Be There, Make their Day, Choose their Attitude, Play. Students bring these cards to the front of the school and place them in a Fishbowl.</li> <li>○ Cardinal Café – Cardinal Cards are selected twice a week and students whose names are pulled are invited to sit on the stage with a friend during lunch.</li> <li>○ PBIS Bash - Twice a quarter based on teacher recommendation and office referrals students are placed into 4 tiers and receive rewards accordingly. (Tier 4 Popcorn and G rated Movie Party with Free Dress, Tier 3 Free Dress, Tier 2 Trinket, Tier 1 nothing)</li> </ul> </li> <li>• Check In/Check Out – At-Risk students are buddied with a faculty mentor to meet with at least twice daily to plan and reflect on their behaviors for the day.</li> </ul>	<p><b>Goal(s):</b></p> <p>1-4</p>	<p><b>Budgets used to support this activity:</b></p> <p><input 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><b>Items Needed:</b></p> <p>Paper</p> <p>Trinkets</p> <p>Popcorn</p>	<p><b>Effectiveness Measure:</b></p> <p>Discipline Reports</p> <p>Decreased office referrals and suspensions</p> <hr/> <p><b>Effectiveness Results:</b></p>
---	-----------------------------------	---	---	---

**Sixth Ward Elementary 2018-2019**

<b>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>• Activity 1- Incoming Pre-K/Kindergarten students and parents/families are introduced to the campus. Parents/families and students meet in the auditorium. On the first day of school, half of each class begins in order to become oriented with routines and procedures. Only the second half of the students attend school on day two with all students being integrated together on day three.</li> <li>• Activity 2 - Transferring students will be assigned a buddy in their homeroom class to orient them to school and classroom procedures. Parents receive a welcome packet when transferring their student to the school.</li> <li>• Activity 3- 5th grade field trip to Jr. High school</li> <li>• Activity 4- 5th grade schedule counseling</li> <li>• Activity 5- Creating Junior High atmosphere (i.e., lockers, Nicky folders, changing classes)</li> <li>• Activity 6- Coordinate with Creekside Jr. High’s Special Ed. department to ensure that 5th grade students’ IEPs are written in accordance with available programs</li> </ul>	<p><b>Goal(s):</b></p> <p>1-4</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>paper</p>	<p><b>Effectiveness Measure:</b></p> <p>Attendance/sign in sheets Surveys, feedback from exit tickets</p> <hr/> <p><b>Effectiveness Results:</b></p>

## Professional Development

**High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:**

<b>Professional Learning Communities (PLCs):</b>	<b>Goal(s):</b>	<b>Budgets used to support this activity:</b>	<b>Items Needed:</b>	<b>Effectiveness Measure:</b>
<ul style="list-style-type: none"> <li>• Grade level teachers meet in small groups twice a month (Tuesdays) for approx. 90 min. to analyze data and plan assessments and instruction</li> <li>• Facilitated by Administrators, Instructional Coach, and Teachers based on the needs of the grade level.</li> <li>• Administrators work to provide additional support from outside sources (curriculum specialists) for teachers to collaboratively work with on data analysis and plan instruction.</li> <li>• K-2 teacher’s focus is implementation of new Ready Gen reading series.</li> <li>• 3-5 Math teacher’s focus is data, assessment, and instruction of Math</li> <li>• 3-5 SS teachers will focus on planning lessons with new SS lessons using updated Guaranteed Curriculum. They will analyze data, create assessments, and plan instruction using source based practices.</li> </ul>	1-4	Budgets used to support this activity: <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	Paper Instructional coach Salaries for subs	Attainment of Goals  <hr style="border-top: 1px dashed black;"/> <b>Effectiveness Results:</b>
<b>Other Professional Development:</b> <ul style="list-style-type: none"> <li>• Plain Talk About Literacy – March 2019 – Reading conference that teaches strategies for reading and writing in the classroom</li> <li>• Great Minds – math modeling and problem solving strategies</li> <li>• Get Your Teach On – workshop focused on student engagement and achievement</li> <li>• Summer Institute – district wide PD for all grade levels and subjects</li> <li>• Teacher Leader Conference – state wide PD for all grade levels and subjects</li> <li>• District Level Trainings for Grade Level/Subject – Teacher Leaders</li> </ul>	1-4	Budgets used to support this activity: <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	Subs Fees for Parking Registration Fees for 2017 Plain Talk, Get Your Teach On, and Great Minds	Attainment of Goals  <hr style="border-top: 1px dashed black;"/> <b>Effectiveness Results:</b>

**Sixth Ward Elementary 2018-2019**

<ul style="list-style-type: none"> <li>• During/After School PD opportunities provided by the District</li> <li>• Faculty Meetings/PD Days/Other Job Embedded Training – Curriculum Specialists are invited to work with teachers on evidence based instructional strategies</li> </ul>				
---	--	--	--	--

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

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

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

**McKinney Vento:**

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

**Food Services:**

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

**Special Education:**

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

**English as a Second Language (ESL):**

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

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

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

**Headstart Preschool Programs:**

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

#### 4. Regular Monitoring and SIP Revision

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

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

- Diagnostic, Interim, and Summative Assessments are given throughout the year
- Data is analyzed during PLCs (twice a month)
- Groups for interventions/extension are determined during data analysis with teachers, administrators, and instructional coaches
- Students are progress monitored in BURST every 10 days, Achieve3000 monthly, IXL weekly
- Data is used to determine if groups are to stay the same or if students are to be moved
- Administrators, teachers, and parents will meet quarterly to discuss DIBELS data, report card grades, and SLTs to determine effectiveness of this plan and any necessary adjustments needed to increase student learning
- SIP goals will be reiterated and discussed at Parent/Family Engagement Activities throughout the year

**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:**

- Administrators, teachers, and parents will meet through Parental/Family Engagement Activity quarterly to discuss the school goals and programs implemented for the upcoming school year.

**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 Administrator(s) will present the results during Open House in the 2018-2019 school year.
- A parent hand out outlining the SIP goals and programs will be provided to school stakeholders at the next Parent/Family Engagement Night (STEM Night in November).



Sixth Ward Elementary 2018-2019

**2018-2019 Committee Members**

**School Improvement Planning Committee**

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

**Members Include:**

- Principal: Andrea Stant
- Student: Abby Wylie
- Teacher: Lindsey Johnson
- Teacher: Hilary Pellittieri
- Parent/Family: Sandy Olano
- Parent/Family: Stephanie Robertson
- Community Member: Ethel Henley

**Parent/Family Engagement Committee**

Responsible for the Implementation of the PFE Activities in the SIP

**Members Include:**

- Principal: Andrea Stant
- Student: Aaron Laurent
- Teacher: Lindsey Johnson
- Teacher: Hilary Pellittieri
- Parent/Family: Shellie Watkins
- Parent/Family: Sarah McGinnis
- Parent/Family: Mary Lofton