

**2017-2018
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 5 years, from 2013 to 2017, Kindergarten has increased Benchmark scores by at least 4% each year from fall to spring,	During 2 of the last 4 years, from 2014 to 2017, 3rd grade had the highest At Risk percentage in the spring (60% in the 2014 and 58% in 2016). Over the past 5 years from 2013 to 2017, 3rd grade Benchmark scores have consistently decreased. For the 2015-2016 school year the decrease was 14%.
The highest CRT Assessment Index was in 2012-2013 at 86.8. However, no strength is noted since the CRT Assessment Index has decreased for the last four years.	The CRT Assessment Index has declined for four consecutive years from 86.8 (2012-2013) to 73.1 (2016-2017) for a total of 13.7 Index points.
The CRT indexes have increased in the subject area of ELA from 3rd grade to 4th grade for 4 consecutive years. 4.9 was the minimum increase and 31.5 was the maximum increase. 4th grade is a potential strength.	The CRT indexes have consistently decreased in the subject area of Math from 4th grade to 5th grade for 4 consecutive years. 15.7 points was the minimum decline in 2015-2016 and 42.9 was the maximum decline in 2014-2015. 3rd and 5th grades are a potential weakness.
4th grade was the highest in all subject areas in 2012-2013, 2013-2014, and 2015-2016. In spring 2017, Expressing Mathematical Reasoning was the highest math subclaim for 4th grade.	3rd grade has consistently lower subject area indexes throughout the past 4 years except for the 2015-2016 school year which was identified as a strong cohort group. In spring of 2017, Major Content was the lowest subclaim in Math for 3rd grade.
4th reading subclaim is highest in Vocabulary (48% advanced/mastery). 5th reading subclaim is highest in Reading Performance (53% advanced/mastery).	In 3rd grade ELA, the subclaim was lowest in Written Expression (50% approaching basic/unsatisfactory).
2 or More Races Subgroup is a brand-new subgroup this year, which scored the highest percent proficient with 90.9% in ELA and 63.6% in Math.	Students with Disabilities and Limited English Proficient subgroups have had the lowest percent proficiency scores over the past five years.
Students with Disabilities subgroup showed an increase in ELA percent proficiency for 2016-2017 from 31.7% to 42.9% for an increase of 11.2%.	Whole School subgroup has declined in ELA for 3 consecutive years; from 78.6% (in 2013-2014) to 74.3% (in 2014-2015) to 62.6% (in 2015-2016) for a total of 16 point decline.
There is no declining trend in achievement gap for any of the subgroups.	All subgroups had increasing achievement gaps in both ELA and Math in 2016-2017. In ELA, the whole school subgroup demonstrated an increasing trend in the achievement gap (1.5% in 2015-2016 and 18.1% in 2016-2017).
ELA has had the higher percent proficiency scores for subgroups compared to Math for four of the past five years.	Math is the consistently the lower subject area for all subgroups for four of the past five years, except in 15-16 when all subgroups scored higher in Math

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compared to ELA.

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 Claim/Subclaim 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

GOALS

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

1. By May 2018, using the DIBELS NEXT assessment, we will continue the trend of increasing the percentage of kindergarten students scoring benchmark from fall to spring. Fall 2017 41% benchmark will increase to 80% benchmark in spring of 2018.
K students will increase reading achievement as evidence by the percentage scoring at or above on DIBELS NEXT by 39 % from fall 2017 to spring 2018 as follows:
Fall 2017 41% to Spring 2018 80%
DIBELS Results: 41% in fall to 42% in spring
Strategies Used: Guided Literacy (Reading A-Z), Learning Centers, Small Group Instruction, tutoring
Reflection Statement: Guided Reading was not implemented until late in the school year. 51% of students showed improvement in their guided reading levels. This year was a bridge to next year when new guided reading materials are being purchased by the district.
Instead of receiving tutoring 2 ½ days each week, the schedule will be adjusted for students to receive intervention daily (five ½ days-morning).
2. By May 2018, we will increase the percentage of students scoring “emergent” (level 3) in the kindergarten subgroups *Students with Disabilities*, *Hispanics*, and *English Learners* on the language and literacy development domains on the DRDP-K as follows:
SWD - from 0% in fall 2017 to 33% in the spring 2018
Hispanic – from 0% in the fall 2017 to 75% in the spring 2018
EL- from 0% in the fall 2017 to 66% in the spring 2018
SWD Subgroup DRDP Language and Literacy Development Domain Results:0% in fall to 50% in spring
Strategies Used: SPED paraprofessionals (5) and inclusion
Reflection Statement: We surpassed our goal with the SWD subgroup. Inclusion is a research based strategy aimed at providing children a least restrictive environment in which to learn. We feel the Paraprofessionals work hand in hand with the inclusion strategy to provide the support needed for inclusion to be feasible.

Hispanic Subgroup DRDP Language and Literacy Development Domain Results: 0% in fall to 100% in spring
Strategies Used: paraprofessional support
Reflection Statement: Students made tremendous growth this school year. Immersion and para support are efficient strategies.

EL Subgroup DRDP Language and Literacy Development Domain Results: 0% in fall to 100% in spring
Strategies Used: paraprofessional support
Reflection Statement: Students made tremendous growth this school year. Immersion and para support are efficient strategies.

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3. By May of 2018, 70% of kindergarten students will score proficient (level 4 or above) in the language and literacy development domains on the DRDP-K from 0% in fall 2017 to 70% in spring 2018.

DRDP Language and Literacy Development Domain Results: 0% in fall to 97% in spring

Strategies Used: Guided Reading (Reading A-Z), Learning Centers, Small Group Instruction

Reflection Statement: While there was significant improvement in the language and literacy development, Guided Literacy was not fully implemented until late in the school year and was not monitored consistently. Due to this, only 38% of students noted significant improvement in their guided reading levels. Next year, we will begin Guided Reading in September and monitor it throughout.

4. By May of 2018, 70 % of kindergarten students will score proficient (level 4 or above) in the mathematics domain on the DRDP-K from 0% in fall 2017 to 70% in spring 2018.

DRDP Math Domain Results: 0% in fall to 97% in spring

Strategies Used: Learning Centers, Small Group Instruction

Reflection Statement: While there was significant improvement in mathematic development, it was discovered that there were inconsistencies between transitioning from kindergarten to first grade at our feeder school. We will begin using Eureka Math as a resource at the beginning of the year in kindergarten to ensure consistency between grade levels and provide a smooth transition for our kindergartners as they enter first grade.

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 MEASURE
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <p><i>Design</i></p> <ul style="list-style-type: none"> • The SIP committee attended parish meetings for Data Analysis (September 26, 2017) and the designing of the School Improvement Plan November 6, 2017). • Parent representatives/PTA members are invited to the Title I/SIP Committee Meetings and asked to give input (Data Analysis October 19th and SIP November 16th). • A notice will be sent home informing the parents/families of the SIP posting on the website and input is encouraged. • An LPE parent representative along with the school committee attended the parish meeting at the Covington Education Center in which the NNPS plan was designed (September 20th). • All parents were invited on September 28, 2017 to an NNPS meeting to give input on the final design. 	<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"/> DEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> AG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Items Needed: NNPS membership, paper, copier, toner, laminating film</p>	<p>Effectiveness Measure: Title I Parent Survey (Questions 1-5)</p> <hr/> <p>Effectiveness Results: Number of Responses: 32</p> <ul style="list-style-type: none"> • Were the results shared: 59.4% indicated results were shared; 3.1% indicated results were not shared; 37.5% didn't know • Aware of SIP Plan: 79.9% • How to Access: 53.1% • Understandable Format: 43.8% said it's understandable; 56.3% did not read it • Feedback: 62.5% said opportunity was provided to give feedback

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<p>Implementation:</p> <ul style="list-style-type: none"> • Parent activities and Title 1 meetings are held throughout the year to educate the parents on our work of achieving the SIP goals. • Two committee meetings are held during the first and second semester to plan for PFE activities <p>Evaluation</p> <ul style="list-style-type: none"> • Parent/family input from 2018 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, 2018. 				<p><u>Reflection:</u></p> <p>We did not get as many responses on the on-line survey as this was the first year of completing it this way. We have 135 students enrolled at LPE, but only 32 parents completed the survey, and we need to promote it more next year to increase the number of responses.</p> <p>Sixty-eight people attended Open House where the SIP evaluation results were presented; however, only 19 parents made the connection with the online survey.</p> <p>We are adding an event in which the main components of the SIP plan will be reviewed in-depth. Where to access the SIP and explaining the format will be presented. Making this event a part of the rotation of stations for parents to increase the attendance is being considered.</p>
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<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • PTA meetings 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) 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):</p>	<p>Budgets used to support this activity:</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>Items Needed:</p> <p>Paper, copier, postage, folders, for sparkle</p>	<p>Effectiveness Measure:</p> <p>Title 1 Parent Survey (Questions 6 - 8)</p> <hr/> <p>Effectiveness Results:</p> <ul style="list-style-type: none"> • Viewed as valuable Stakeholders: 96.9% • Input in child’s educational decisions: 84.4% • Input in School-wide decisions: 81.3% <p><u>Reflection:</u></p> <p>Overall parents feel their input is valued. A discussion was held concerning the adjustment of ticket out the door questions to increase parent input on educational decisions (for parents who do not have SAT or IEPs). Ways to promote attendance at PTA meetings will be discussed as well.</p>
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • A DIBELS Next informational booklet is sent home at the beginning of the year for kindergarten parents. • Report cards are sent home each nine weeks for 	<p>Goal(s):</p> <p>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>Items Needed:</p> <p>Paper, toner, printer ink, folders</p>	<p>Effectiveness Measure:</p> <p>Title 1 Parent Survey (Questions 9 – 10) (Questions 13 -14)</p>

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<p>kindergartens students. Progress reports are sent home with pre-k students twice yearly.</p> <ul style="list-style-type: none"> • 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 weeks report card in kindergarten explaining the social emotional skills • School website includes parent links to education resources are available on the website • Progress reports for students receiving special education services are sent home with the report card 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, a. • Student Assistance Team (SAT) meetings. • Teacher Websites for individual classroom information include important dates and curriculum information. • SPARKLE (PBIS Folders) tier 2 behavior 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) 		<ul style="list-style-type: none"> <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>Effectiveness Results:</p> <p>Effectiveness of communication: School’s Goals and Expectations: 71.9% Highly Effective School’s Strengths and Weaknesses: 68.8% Highly Effective School Events: 81.3% Highly Effective Class Events: 84.4% Highly Effective Curriculum: 75% Highly Effective Grades/Academic Achievement: 68.8% Highly Effective</p> <p>Preferred method: 43.8% phone calls; Robo Calls 18.8%; Newsletters 18.8%</p> <p>PFE Activities: 78.1% of respondents stated they attended PFE activities; 85.7% stated they learned information on standards and curriculum; 88.5% learned how to monitor their child’s academic progress; 100% stated they learned to use strategies at home</p> <p><u>Reflection:</u> We need to have more of a</p>
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<ul style="list-style-type: none"> • Parent / Family Activities – curriculum shared through planned activities • 				<p>variety in times of PFE activities are held. We plan to move the Math PFE to evening. At the Data Analysis meeting, it was noted written expression was a weak subclaim in 3rd grade. As a result, ways to add more rigor to each PFE activity was discussed. Simple adjustments are being planned for next school year (for example, adding a written component to the activity). We need to create ways to improve upon communicating about children’s grades and academic achievement since it was our lowest area on question 15.</p>
<p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> • 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>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:</p>	<p>Effectiveness Measure: N/A</p> <hr/> <p>Effectiveness Results: N/A</p>

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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. Principal and parents utilize a translation app. 	<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"/> AG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Copier, supplies, toner, paper,</p>	<p>Effectiveness Measure: Title 1 Parent Survey (Questions 11 – 12)</p> <hr/> <p>Effectiveness Results: 12.5% of respondents required translation services with 66.7% stating they were in a timely fashion.</p> <p><u>Reflection:</u> Only four parents stated they required translation services but there were six responses on receiving translation services in a timely manner which dropped the percentage significantly regarding receiving services in a timely manner.</p>
<p><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child’s progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.</i></p>				
<p>Parent Family Engagement Activity 1:</p> <p>Literacy Learning (September 7th, 8th, and 15th)</p> <ul style="list-style-type: none"> Parents/families will have the opportunity to investigate literacy curriculum ideas, participate and 	<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 	<p>Items Needed: Copier, supplies, toner, paper, laminating supplies, instructional Materials: small food</p>	<p>Effectiveness Measure: 2018 Spring Parent Survey Ticket out the door</p>

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<p>engage with their children in each activity, create games.</p> <ul style="list-style-type: none"> Parents/families will be given handouts of activities that will help their children learn at home. 		<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, construction paper, scissors, glue, crayons, markers, google eyes, glitter, chenille stems, new books if needed*food items are used as: in math as manipulatives, in literacy as sequencing, following directions Die cut blocks and storage, used to create booklets and manipulatives for ELA and Math</p>	<p>Effectiveness Results: Literacy morning was attended by 86 parents. Thirty-three surveys were completed (38%). 100% of the parents that completed the survey agreed that the activities were designed to create a partnership between school and home, supports their children's learning, and gave tools and strategies to utilize at home. We need to improve upon the number of surveys completed after the event.</p>
<p>Parent Family Engagement Activity 2: Kindergarten and First grade preparedness- (November 10, 2017)</p> <ul style="list-style-type: none"> A pre-k teacher and a k teacher will speak to parents/families about what is typical for 4, 5, & 6 year olds learning and how teachers prepare the students for the next year. The teacher provides information to the parents how to best prepare their child for the upcoming change in grade level. A handout of information will be provided to the parents/families along with a "Q and A" session to address parent questions. 	<p>Goal(s): 1,3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Copier, supplies, toner, paper,</p>	<p>Effectiveness Measure: 2018 Spring Parent Survey Ticket out the door</p> <hr/> <p>Effectiveness Results: Kindergarten and First Grade Preparedness was attended by 26 parents (however the Thanksgiving Experience event was attended by 56 parents just after the event). Twenty-nine surveys were completed. 100% of the parents that completed the survey agreed that the meeting was useful and meaningful, the information</p>

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				<p>supports children’s learning, and understand that it was part of the Title I program. Next year we plan to replace the grade level preparedness event with Stages and Ages. Making Stages and Ages a part of the rotation of stations to increase the attendance might help. At the same time, the students will have a station where they are going to complete a written expression activity.</p>
<p>Parent Family Engagement Activity 3:</p> <p>Winter Wonderland Reading/Math Experience (December 19, 2017)</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):</p> <p>1</p>	<p>Budgets used to support this activity:</p> <p><input 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>Items Needed:</p> <p>Food items, construction paper, scissors, glue, crayons, markers, google eyes, glitter, chenille stems, new books</p> <p>*food items are used as: in math as manipulatives, in literacy as sequencing, following directions</p> <p>Die cut blocks and storage, used to create booklets and manipulatives for ELA and Math</p>	<p>Effectiveness Measure:</p> <p>2018 Spring Parent Survey Ticket out the door</p> <hr/> <p>Effectiveness Results:</p> <p>Winter Wonderland was attended by 72 parents. Forty-one surveys were completed (57%). 100% of the parents that completed the survey agreed that the event is a Title I event, helped them understand the specific policies of the school, and this was their opportunity to provide feedback. We need to improve upon the number of surveys completed after the</p>

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3. SCHOOLWIDE PLAN STRATEGIES

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

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

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
Rigorous, Standards-Based Curriculum: <ul style="list-style-type: none"> • Guaranteed Curriculum is used as a guide and resource • Guided Literacy in kindergarten using Reading A-Z (a web based resource for leveled books) • Learning centers, modeling, hands on, kinesthetic-movement, and practice opportunities are used throughout 	Goal(s): 1,2,3,4	Budgets used to support this activity: <input type="checkbox"/> xxTitle I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	Items Needed: Licenses to Learning A-Z CD players with literacy cds	Effectiveness Measure: DRDP-K scores Get Ready to Read DIBELS Effectiveness chart

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<p>the school</p> <ul style="list-style-type: none"> • Pre-K whole class instruction • 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. • Teachers utilize small group instruction in order to differentiate instruction. • Small groups are utilized within lessons in order to encourage peer modeling. • Center/Station activities are differentiated in order to provide scaffolding for students. 		<ul style="list-style-type: none"> <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Effectiveness Results: DRDP Literacy and Language Domain: 0% in fall to 97% in spring DRDP Math Domain Results: 0% in fall to 97% in spring</p> <p>Pre-K Get Ready to Read (ELA % at level 3 or above): 30% in fall to 98% in spring; Pre-K District Math Assessment (% at level 3 or above): 36% in fall to 95% in spring</p> <p>Strategies Used: Learning Centers, Small Group Instruction Reflection Statements:</p> <p>Guided Literacy Next year, we will begin Guided Reading in September and monitor it throughout.</p> <p>Small group instruction: We feel small group instruction is effective and we plan to continue to use this strategy in the future.</p> <p>Learning Centers: Learning stations were reorganized as necessary this school year in the attempt to open conversation between students and create</p>
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				engagement.
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> Running records will be done with higher kindergarten students as appropriate and ongoing progress through leveled text will be tracked on a spreadsheet DIBELS NEXT progress monitoring data will be used adjust reading instruction and the intervention focus. DRDP data will be used to analyze the ongoing acquisition of Louisiana state standards in ELA and Math. Data from Get Ready to Read is used as checkpoints at the beginning, middle, and end of the school year to identify areas of need for Pre-K students. TS Gold is used to gather interim data for Pre-K students throughout the year. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Copier, supplies, toner, paper,</p>	<p>Effectiveness Measure: Reflection</p> <hr/> <p>Effectiveness Results: <u>Reflection:</u> Interventions were based on DIBELS progress monitoring data. Next year data analysis will be led by the TRT during PLCs at least monthly.</p>
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> Students scoring at the strategic/intensive level on the DIBELS NEXT benchmark assessment and by teacher recommendation are receiving reading interventions. For kindergarten students: This placement is based on DIBELS Next and Progress Monitoring. DIBELS Next is administered 3 times per year and PM is also administered every two weeks. Based on DIBELS Next results, as a Response to Intervention program, 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, while those newly identified as needing support can be added to the group. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: Reflection</p> <hr/> <p>Effectiveness Results: <u>Reflection:</u> We feel our process is effective.</p>

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<ul style="list-style-type: none"> Students who are identified as needing support are identified through the data gathered on the DRDP-K and teacher observation. 				
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> Florida Center for Reading Research (FCRR) activities – TRT leveled phonemic awareness skills and placed each child within a level (high, medium and low). Two certified tutors pull the FCRR activities designated within that level for an intervention focus with all students who are strategic or intensive. One tutor works one day a week for six hours. Another tutor works six hours for two days a week and two hours one day a week. Students receive intervention lessons two days per week. A communication log between tutor and teacher is utilized to support the determination of student intervention needs. 	<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 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, timesheets, stipends, benefits for 20 hours per week</p>	<p>Effectiveness Measure: DIBELS Effectiveness Chart DIBELS</p> <hr/> <p>Effectiveness Results: DIBELS scores showed a 1% gain in benchmark students from the fall. The DIBELS effectiveness chart shows 57% of students who received tutoring decreased their learning gap. Reflection: Tutoring: Instead of receiving tutoring 2 ½ days each week, the schedule will be adjusted for students to receive intervention daily (five mornings). FCRR: FCRR activities will need to be tweaked for effectiveness (time). BURST is in the early stages of planning for next year. Ipad will be used for</p>

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				progress monitoring and money is being allocated for BURST licenses.
<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"> • Parent conferences are held for students who continue to experience difficulty. • The student will be referred for the Student Assistance Team process. • 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 type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Reflection</p> <hr/> <p>Effectiveness Results: <u>Reflection:</u> 12 students were referred to the Student Assistance Team this school year. Eight or 67% of them were referred to Pupil Appraisal for evaluations. We feel the teachers are effective at recognizing students who need further assistance.</p>
<p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</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 LEP student to focus 	<p>Goal(s): 2</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 	<p>Items Needed:</p>	<p>Effectiveness Measure: ELPT</p>

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<p>on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</p> <ul style="list-style-type: none"> • An English Language Learner paraprofessional comes on Monday mornings for 30 minutes to work with students within the classrooms. 		<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>Effectiveness Results: DRDP results on the Hispanic subgroup shows: 0% in fall to 100% in spring Strategies Used: paraprofessional support Reflection Statement: Students made tremendous growth this school year. Immersion and para support are efficient strategies.</p>
<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> • Early childhood Special Education • Blended Pre-K Class • Three K inclusion classes (classes include special education students) • Speech/Language therapist • English Learner paraprofessional • Art, physical Education, music and library classes • OT – occupational therapist • APE – adaptive physical education • PT – physical therapist • AT – assistive technology • A committee meets quarterly with our special education coordinator to discuss Assistive Technology • A committee meets quarterly with our special education coordinator to discuss Assistive LA Connectors 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: Reflection</p> <hr/> <p>Effectiveness Results: <u>Reflection:</u> We feel the special education program at LPE is highly effective. All IEPs are up to date, minutes are being met, and students are progressing. One student was dismissed from the speech program this year.</p>
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</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 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed: Copier, supplies, toner, paper,</p>	<p>Effectiveness Measure: Reflection</p>

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<p>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</p> <ul style="list-style-type: none"> • In house field trips conducted by the Audubon Institute come to LPE 4 times a year. (Zoo Mobile, Wetland Express, Bug Mobile, Aquavan). • 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, the youth wetlands program, and bus safety instruction. The PRFD discusses fire safety with the students. • The local high school presented a skit related to staying drug free • The students will travel to the high school in the spring to see literacy come to Life during a play. 		<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>Effectiveness Results: <u>Reflection:</u> Students enjoyed and learned through each extracurricular activity. In addition to meeting curriculum standards, the experiences taught social skills including listening to a speaker in a social setting, applauding a presenter, appropriate behavior in a public place.</p>
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Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies 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 <u>20</u> hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <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: MHP Salary and Benefits, curriculum set, puppets, social skills books</p>	<p>Effectiveness Measure: Outcome Measures for MHPs Chart</p> <hr/> <p>Effectiveness Results: According to the Outcome Measures for MHPs chart, students who had been seen throughout the entire school year showed that 57% of the students seen (7) did better or stayed the same in the area of behavior. 93%</p>
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				<p>showed an increase or maintained their academic levels. Additional data was collected on all students seen (15). This data showed that 80% of the students seen did better or stayed the same in the area of behavior. 97% showed an increase or maintained their academic levels. After MHP lessons, students completed a ticket out the door. The first week 97% of children responded “yes” to the lesson’s focus question. For the remaining three weeks 100% responded “yes.”</p>
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Implementation of a schoolwide tiered model to prevent and address problem behavior:

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • PBIS- 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. • Kindergarten teachers utilize the <i>Second Steps</i> social skills curriculum, while the Pre K teachers utilize <i>Conscious Discipline</i> which is embedded in the curriculum. 	<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 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: Stickers, folders, paper, copier supplies</p>	<p>Effectiveness Measure: Discipline Data JPAMS reports; Percentage of Suspensions/Expulsions</p> <hr/> <p>Effectiveness Results: By Stander revolution was implemented this school year. A month long program of activities was done during morning meeting and within all classrooms. Monthly boosters were held</p>
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<ul style="list-style-type: none"> • PBIS is used throughout the school to promote positive behavior. 				<p>throughout the year. The program focused on virtues and beginning in March, students were invited to share experiences during morning meeting. Data showed disrespect and injurious behavior to be the most common infractions. We feel focusing on the virtues is a proactive plan to address these types of behavior since our students are so young.</p>
<p>Strategies for Assisting Students in the Transition from One School to the Next:</p>				
<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, and given a GEM coloring booklet to take home. 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 	<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: Copier, supplies, toner, paper,</p>	<p>Effectiveness Measure: Title 1 Parent Survey (Questions 16 – 17)</p> <hr/> <p>Effectiveness Results: 84.4 parents reported the transition activities were not applicable to their child. 77.8 stated they did not know if the activity was beneficial. Since activities were held and highly attended, if could be assumed that parents did not understand the question.</p>

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<p>families</p> <ul style="list-style-type: none"> • On the website is registration information, supply lists, Title I information, school newsletters and class information. <p>Incoming Students During the School Year:</p> <ul style="list-style-type: none"> • Meet the teacher prior to start date • Assign peer buddy • Welcome at Morning Meeting <p>Outgoing Kindergarten Students:</p> <ul style="list-style-type: none"> • 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. <p>Pre-K Students Going to K:</p> <ul style="list-style-type: none"> • Tour Kindergarten classrooms • Meet and Greet with teacher individually during testing 				
<p align="center">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>				
<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • 15 job embedded professional development PLC meetings are scheduled during the school year using strategic 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I</p>	<p>Items Needed: Copier, supplies, toner, paper,</p>	<p>Effectiveness Measure: Reflection</p>

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<p>scheduling. Teachers will meet with their grade level peers for an hour once or twice a month depending on the school calendar.</p> <ul style="list-style-type: none"> • In Pre-K Get Ready to Read 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. • IN K DIBELS progress monitoring scores are analyzed. Small group lessons are developed, implemented, and assessed for effectiveness. Teachers then bring this data back to discuss the next plan of action. • Grade level meetings. • 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). • Teachers are to use the data to design lessons and interventions for at-risk students • Teachers and TRT are to work with the tutors to ensure that the tutors are aware of the needs of the students receiving tutoring services. • TRT is to ensure that students are PM in order to determine appropriate interventions/lessons are addressing student needs • Teachers are to create differentiated instruction and lesson plans in order to meet the needs of the students. • Teachers are to use enrichment materials such as listening center materials, books and big books, math manipulatives to reinforce and enhance student learning of skills. • Grade Level meetings. 		<ul style="list-style-type: none"> <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>Effectiveness Results:</p> <p><u>Reflection:</u> A survey was completed by teachers and showed 75% felt there was enough time dedicated for PLCs, 75% felt the PLC provided opportunity to create lessons, and 100% felt it is important to collaborate. Money is also being allotted to hire substitutes as well.</p>
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<p>Other Professional Development:</p> <ul style="list-style-type: none"> • 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 curriculum changes, state changes and district new requirements, safety procedures and expectations. • Two half days are provided by the district in October and March. • During the October professional development session, Emily Mull and Jan Demeyer presented information on the use of performance task for K teachers. • K teachers were in-serviced by Emily Mull in the area of phonics. • During the October professional development session, Class information was presented to the Pre-K teachers. • Paraprofessionals attend professional development from the district on the October and March half days. • The Science Teacher Leader presents ongoing information as it is received related to the new Science curriculum as it is release from the state department. 	<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 type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Reflection</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results: <u>Reflection:</u> Inviting curriculum specialist for additional professional development is being discussed for next year.</p>
<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 	<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 	<p>Items Needed:</p>	<p>Effectiveness Measure: Reflection</p>

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<p>website.</p> <ul style="list-style-type: none"> • 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. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results: <u>Reflection:</u> We feel STPSB has an effective recruiting policy.</p>
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Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:

<p>Career and Technical Education Programs: N/A</p>	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: N/A</p> <hr/> <p>Effectiveness Results: N/A</p>
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Coursework to Earn Post-Secondary Credit: <ul style="list-style-type: none"> N/A 	Goal(s):	Budgets used to support this activity: <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	Items Needed:	Effectiveness Measure: N/A ----- Effectiveness Results: N/A
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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.*

Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

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 the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:

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 diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, claims/subclaims, and subgroups:

- We use a variety of data collections to evaluate our Instructional practices. In the fall we use analysis of LPE and Riverside Elementary School data as a diagnostic tool to determine our areas of need and to develop our School Improvement Plan for the upcoming school year. Throughout the year we compile an interim data binder and use the information to make revisions of SIP plan as well as programs and instruction. At the end of the school year,

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we use the planned evaluation of programs as specified in the SIP as a summative assessment of your effectiveness for the school year. Spring Title 1 Parent Survey is used for summative data directly related to the Title1 program.

- TS Gold and DRDP-K are instruments teachers use to track student patterns of growth by using antidotal notes. As students' progress through the curriculum, instructional adjustments are made moving them to next level of the continuum. DIBELS NEXT benchmark, Get Read to Read, and district assessments are also used as checkpoints at the middle and end of the school year. DIBELS NEXT progress monitoring is used every two weeks as an ongoing gauge of student needs in K.
- To monitor teacher effectiveness district CLASS assessment, State CLASS assessment, SLTs, Compass evaluations and local evaluations (when necessary) are used.

Describe how results of this assessment are reported to the school's stakeholders:

- 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 principal 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

DISTRICT ASSURANCES

- I certify that this school improvement plan was designed to improve student achievement with input from all stakeholders.

- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - An schoolwide action plan with timelines and specific activities for implementing the above criteria

- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Superintendent Signature

Date

Principal Signature

Date

Chairperson, School Improvement Team Signature

Date