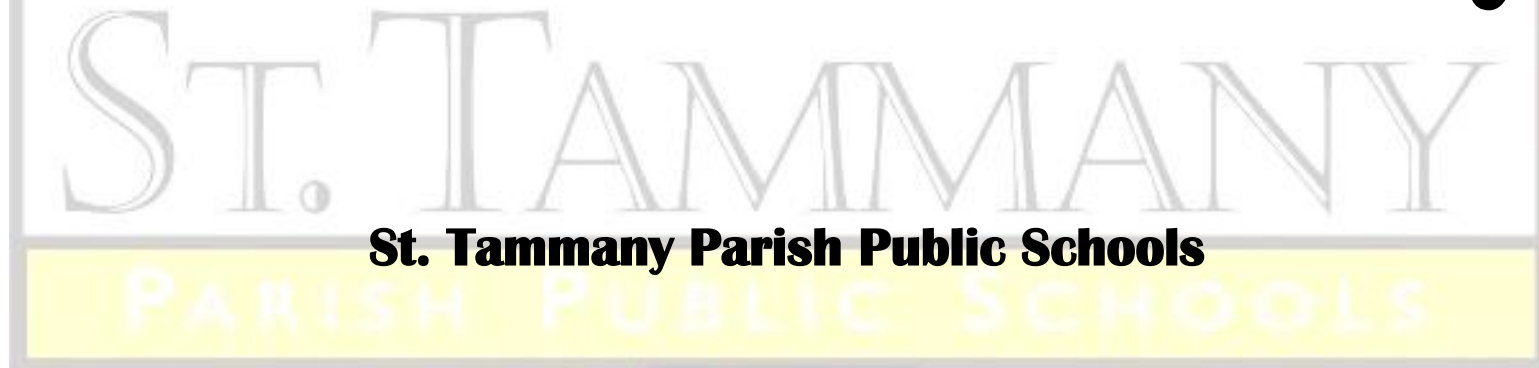


**2020-2021
SCHOOL IMPROVEMENT PLAN**

Chahta-Ima Elementary



St. Tammany Parish Public Schools

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

1. COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS	WEAKNESSES
<p>Forty-seven percent of Third Grade students are reading “At or Above Benchmark” according to Beginning of the Year (BOY) DIBELS 8th scores. Third Grade has the most students reading “At or Above Benchmark”. This is a relative strength in comparison to the other grades, but it still equates to less than 50% of third grade reading at or above level.</p>	<p>Kindergarten and First Grade has the greatest percentage of students reading “Well Below or Below Benchmark” according to Beginning of the Year (BOY) DIBELS 8th scores. Kindergarten has the greatest percentage with 79% of the students, and First Grade with 73% of the students reading “Well Below or Below Benchmark.” Second Grade has 58% of its students reading “Well Below or Below Benchmark.” Additionally, when averaging DIBELS 8th reading levels for the whole school, 65.75% of Kindergarten-Third Grade students are reading “Well Below or Below Benchmark.” This is considerably higher than the 19/20 school year with 54.25% of Kindergarten-Third Grade students reading “Well Below or Below Benchmark.”</p>
<p>The Third Grade Math LEAP 360 Diagnostic test is a relative strength with students scoring an average score of 50.62% for the 20/21 school year. This is not much lower than the score from the 19/20 school year, with the Third Grade students scoring 51.57%.</p>	<p>The Third Grade ELA LEAP 360 Diagnostic test results yield a weakness with the students scoring an average of 41.19% for the 20/21 school year. In the 19/20 school year, the students scored 42.15%.</p>
<p>The Second Grade Math Readiness test is a relative strength with students scoring an average score of 47.61% for the 20/21 school year. Last year’s Second Grade Math Readiness test yielded a higher average score of 53.75%.</p>	<p>The 20/21 Second Grade ELA Readiness test indicates a weakness, as the average scores for the tested standards are 23.9% and comprehension 24%, vocabulary 29%, and writing 15%. The 19/20 Second Grade ELA Readiness test results are higher with the average score for the tested standards being 40.45% and comprehension 37%, vocabulary 44%, and writing 37%.</p>
<p>The 20/21 First Grade ELA Readiness test is a strength with the average scores for the tested standards resulting 64.2% and comprehension 63%, vocabulary 79%, and writing 37%. The 19/20 First Grade ELA Readiness test results are higher, with the exception of writing, with the average score for the tested standards being 68.6% and comprehension 70%, vocabulary 84%, and writing 35%.</p>	<p>The First Grade Math Readiness test indicates a weakness with students scoring an average score of 51.77% for the 20/21 school year. Last year’s Math Readiness test yielded a higher average score of 69%.</p>

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<p>The Kindergarten Grade Math Readiness test is a strength with students scoring an average score of 73.25% for the 20/21 school year.</p>	<p>The Kindergarten DRDP-K Language and Literacy domain indicates that 75% of the tested students are below the proficient level, while 25% of the tested students are proficient. Due to the large percentage of students falling below the proficient level, the ELA domain of the DRDP-K is identified as a weakness.</p>
	<p>Eighty percent of Students With Disabilities (SWD) in grades Kindergarten-Third are reading “Well Below or Below Benchmark” according to Beginning of the Year (BOY) DIBELS 8th scores.</p>
	<p>Eighty-seven percent of English Language Learner students (ELL) in grades Kindergarten-Third are reading “Well Below or Below Benchmark” according to Beginning of the Year (BOY) DIBELS 8th scores.</p>
<p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> • <i>Must Include at Least 1 Subgroup Goal</i> 	
<p>1. Each grade will increase the percentage of students “On or Above Benchmark” according to the DIBELS 8th assessment from Beginning of the Year (BOY) to the End of the Year (EOY). Kindergarten- BOY 21% to EOY 60%, First Grade- BOY 29% to EOY 55%, Second Grade- BOY 46% to 55%, Third Grade- BOY 52% to EOY 60%</p>	
<p>2. Each grade will increase the percentage on the Math/ELA Mastery Assessments from the Math/ELA Readiness Assessments by 5% or more. Kindergarten-Math 73.25% to 78.25%, DRDP-K 25% Proficient to 60% First Grade- Math 51.77% to 57%, ELA 64.2% to 69.2% Second Grade-Math 47.61% to 52.61%, ELA 23.9% to 30% Third Grade-Math 50.62% to 55.62%, ELA 41.19% to 46.19%</p>	
<p>3. The Students With Disabilities (SWD) in grades Kindergarten-Third will increase the overall percentage of students reading “On or Above Benchmark” from the Beginning of the Year (BOY) to the End of the Year (EOY) DIBELS 8th scores by 10%, which will result in 20% to 30%.</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.***

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- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the months that this will take place):</p> <p>Design:</p> <ul style="list-style-type: none"> • Invitations will be sent to all stakeholders inviting them view/respond to the design of the SIP. The invitations will be made available in a variety of ways- sent home with students in classroom daily communication source and posted on teacher websites, as well as the school’s website. Robocalls will also be placed to announce some of the meetings. Finally, teachers will explain the importance of the SIP process and the importance of stakeholder input during PFE’s if they fall at an opportune time. • The importance of stakeholder input throughout the design of the SIP will be promoted through these virtual formats. Stakeholders will be asked to give input throughout the SIP design process, initial draft and edited drafts, which eventually result in the final draft. This will be done through the comment input section on the school’s website. • Additionally, stakeholders will be given a summarized version of the SIP Evaluation (2019-2020) and the SIP (2020-2021) to help create greater awareness of the key concepts of the Effectiveness Results and SIP. • Stakeholders are always invited to give feedback relating to the SIP on the school website. • Parents will be involved with the SIP implementation 	<p>Goal(s):</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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> -Assorted Colored Paper for PF Communications such as Invitations/Flyers/Handouts -White Card Stock for Invitations and Handouts 	<p>Effectiveness Measure: Parent Family Survey</p> <hr/> <p>Effectiveness Results:</p>

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<p>process throughout the remainder of the 2020-2021 SY, understanding that the SIP is a living document, evolving through its implementation. PFE's will focus on student goals, giving family members tools/strategies to meet these goals. Additionally, the implementation process will be ongoing through virtual platforms to continue to guide family members in their students' education process/goals.</p> <p>Evaluation:</p> <ul style="list-style-type: none"> • Invitations will be sent to all stakeholders inviting them to give feedback relating to the evaluation of the SIP. The invitations will be made available in a variety of ways- sent home with students in classroom daily communication source and posted on teacher websites, as well as the school's website. Robocalls will also be placed to announce some of the meetings. Finally, teachers will explain the importance of the SIP evaluation and the importance of stakeholder input during PFE's if they fall at an opportune time. The school website will invite stakeholder feedback. • A summary relating to the SIP evaluation for the 20/21 school year will be included in the 21/22 school year packet. Also, if any additional updated data/ evaluation documentation becomes available, it will be sent home to all students as an updated document during the 21/22 SY. 				
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school</p>	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p>	<p>Items Needed: -Assorted Colored Paper for</p>	<p>Effectiveness Measure: Parent Family Survey</p>

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<p>decisions:</p> <ul style="list-style-type: none"> Due to the COVID-19 Pandemic the typical Monthly Title/PTA meetings that were held so that SIP/PFE topics were addressed and all in attendance had a voice in all Title topics relating to school decisions, will not be held. Instead, a document called, <i>Title I Tidbits</i> will be created to outline the Title topics that would have been formally addressed in monthly Title/PTA meetings. A monthly flyer will be sent home with all students relaying this information. This will also be posted electronically, giving stakeholders the opportunity to give welcomed feedback. The title flyers, <i>Title Tidbits</i>, address school decisions, including how Title I funds are being spent to most effectively meet the needs of the students as well as staff members. The flyer will also keep stakeholders abreast of the evolving the SIP, PFE information, and important academic events/decisions. 		<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"/> DSS <input type="checkbox"/> Other	PF Communications such as Invitations/Flyers/Handouts -White Card Stock for Invitations and Handouts	<p>Effectiveness Results:</p>
<p><i>In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings. Describe these meetings and the information that families should expect to obtain at these meetings.</i></p>				
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> School/PF communication is essential to promote optimal success. All grade levels' school/PF communication is delivered through several 	<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	<p>Items Needed:</p> -Assorted Colored Paper for PF Communications such as Invitations/Flyers/Handouts -White Card Stock for	<p>Effectiveness Measure:</p> Parent Family Survey

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<p>means.</p> <ul style="list-style-type: none"> • All teachers have a classroom daily communication source. This communication source is a vital means of school/classroom communication between school/home. A multitude of information regarding academics, behavior/conduct grades, homework assignments, upcoming assessments, school/classroom events are communicated through the classroom daily communication source. • Flyers promoting school/classroom/Title I information. <i>Title Tidbits</i> is an example of a monthly flyer that relay this pertinent information. • Take home activities are distributed from PFE events • Classroom daily communication sources allow teachers/parents/family members to continually maintain correspondence between home/school. • The school’s website has pertinent information encompassing all aspects of the school. • Each teacher has a classroom webpage through the Student Progress Center, which includes a wealth of information focusing on academics, grades, lesson plans, homework, and classroom/school events. • Robocalls are another means of communication. These are sent out to PF to relay district and school information. • Stakeholders always have the opportunity to voice their feedback through the feedback link on the school’s website. 		<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"/> DSS <input type="checkbox"/> Other 	<p>Invitations and Handouts</p>	<p>Effectiveness Results:</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 EL Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s):</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 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"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p> <p>District/Title Paid Certificated Translator -Assorted Colored Paper for PF Communications such as Invitations/Flyers/Handouts -White Card Stock for Invitations and Handouts</p>	<p>Effectiveness Measure:</p> <p>Parent Family Survey</p> <hr/> <p>Effectiveness Results:</p>
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Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.

<p>Parent Family Engagement Activity 1: <u>Speak and Send (September 1st to September 4th, 2020)</u> is a very important PFE, as it allows families/students to start the school year with clear expectations, both at CIE and in the classroom and ensure a smooth transition into the new school year. Families get to meet the child's assigned teacher either through contact calls or ZOOM meetings. Additionally, families will be made aware that they will be receiving information</p>	<p>Goal(s): 1, 2, & 3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III	<p>Items Needed:</p> <p>-Assorted Colored Paper for PFE Communications such as Invitations/Flyers/Handouts -White Card Stock for Invitations and Handouts</p>	<p>Effectiveness Measure:</p> <p>Parent Family Survey PFE Attendance Percentage of parents that teachers contacted (via email, phone call, zoom meetings) and present useful information to (PowerPoint Presentation).</p>
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<p>explaining what a Title I school is and how they can be involved in the decision making process of Title I/overall schoolwide policies. The Title I/beginning of school paperwork will be given to all families. If assistance is needed in filling out the paperwork, or if parent families have questions relating to it, the parent families will be given directions as to how to seek guidance/help from the staff.</p> <p>Families will receive the following information:</p> <ul style="list-style-type: none"> • Helpful Hints/Tools for School and at Home Success • Title 1 Compacts/Paperwork • Family and Student Handbook • Title I Program Awareness • Summary of the 19/20 SY SIP Evaluations • Title I/PTA Meeting Awareness Form(s) and PTA Application • Beginning of School Forms, such as Free/Reduced Lunch Applications... 		<input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<p>Effectiveness Results:</p> <p>Percentage of parents contacted: Pre-K = 100% Kindergarten = 87% First Grade = 68% Second Grade = 56% Third Grade = 76%</p> <p>Total % of parent participation = 77.4%</p> <p>Classroom teachers continue to report that the parents/families are very receptive to filling out necessary paperwork, so this gets done in a timely manner, allowing a smooth transition into the 20/21 SY.</p>
<p>Parent Family Engagement Activity 2: Individual Grade Level Parent Family Event <u>1st Grade, Learning is Sweet in 1st Grade (November 10, 2020)-</u></p> <ul style="list-style-type: none"> • This PFE will allow 1st grade teachers to conference with parent/families to discuss 1st quarter report card grades, student progress, and expectations. • Individual conferences will be scheduled and held remotely (phone conversation, ZOOM...) • Documentation Logs will be maintained by the teachers to document conference communication. 	<p>Goal(s):</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"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p> <p>-Stipend for 5 Teachers (\$180.00) -Assorted Colored Paper for PF Communications such as Invitations/Flyers/Handouts -White Card Stock for Invitations and Handouts</p>	<p>Effectiveness Measure:</p> <p>Parent Family Survey PFE Attendance</p> <hr/> <p>Effectiveness Results:</p> <p>5/5 teachers participated which means \$180/\$180 allocated stipend used.</p> <p>73% of first grade students' parents were successfully contacted and report card conferences were held.</p>

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<p>Parent Family Engagement Activity 3: Individual Grade Level Parent Family Event <u>2nd Grade, A Sweet Connection Between School and Home</u> <u>(November 11, 2020)-</u></p> <ul style="list-style-type: none"> • This PFE will allow 2nd grade teachers to conference with parent/families to discuss 1st quarter report card grades, student progress, and expectations. • Individual conferences will be scheduled and held remotely (phone conversation, ZOOM...) • Documentation Logs will be maintained by the teachers to document conference communication. 	<p>Goal(s):</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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> -Stipend for 4 Teachers (\$144.00) -Assorted Colored Paper for PF Communications such as Invitations/Flyers/Handouts -White Card Stock for Invitations and Handouts 	<p>Effectiveness Measure: Parent Family Survey PFE Attendance</p> <hr/> <p>Effectiveness Results: 3/4 teachers participated which means \$108/\$144 allocated stipend used.</p> <p>79% of second grade students' parents were successfully contacted and report card conferences were held.</p>
<p>Parent Family Engagement Activity 4: Individual Grade Level Parent Family Event <u>3rd Grade, Record and Report, (November 12, 2020)-</u></p> <ul style="list-style-type: none"> • This PFE will allow 3rd grade teachers to conference with parent/families to discuss 1st quarter report card grades, student progress, and expectations. • Individual conferences will be scheduled and held remotely (phone conversation, ZOOM...) • Documentation Logs will be maintained by the teachers to document conference communication. 	<p>Goal(s):</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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> -Stipend for 4 teachers (\$144.00) -Assorted Colored Paper for PF Communications such as Invitations/Flyers/Handouts -White Card Stock for Invitations and Handouts 	<p>Effectiveness Measure: Parent Family Survey PFE Attendance</p> <hr/> <p>Effectiveness Results: 4/4 teachers participated which means \$144/\$144 allocated stipend used.</p> <p>80% of third grade students' parents were successfully contacted and report card conferences were held.</p>

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<p>Parent Family Engagement Activity 5: Individual Grade Level Parent Family Event Pre-K & Kindergarten, Sharing Your Sweetie’s Success (March 24, 2021)</p> <ul style="list-style-type: none"> • This PFE will allow pre-K and Kindergarten teachers to conference with parent/families to discuss student progress. • Individual conferences will be scheduled and held remotely (phone conversation, ZOOM...) • Documentation Logs will be maintained by the teachers to document conference communication. 	<p>Goal(s):</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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> -Stipend for 7 Teachers (\$252.00) -Assorted Colored Paper for PF Communications such as Invitations/Flyers/Handouts -White Card Stock for Invitations and Handouts 	<p>Effectiveness Measure: Parent Family Survey PFE Attendance</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 6: 1st – 3rd Grade, School Family Conference Event (March 25, 2021)-</p> <ul style="list-style-type: none"> • This PFE will allow 1st – 3rd grade teachers to conference with parent/families to discuss 3rd quarter report card grades and student progress. • Individual conferences will be scheduled and held remotely (phone conversation, ZOOM...) • Documentation Logs will be maintained by the teachers to document conference communication. 	<p>Goal(s):</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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> -Stipend for 13 teachers (\$468.00) -Assorted Colored Paper for PF Communications such as Invitations/Flyers/Handouts -White Card Stock for Invitations and Handouts 	<p>Effectiveness Measure: PFE Attendance/Teacher Conference Logs Parent Family Survey</p> <hr/> <p>Effectiveness Results:</p>

3. SCHOOLWIDE PLAN STRATEGIES

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

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and*

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quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*
- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Guaranteed Curriculum –Teachers follow the STPPS Guaranteed Curriculum (GC) to guide instruction and implement best practices. • Guidebooks 3.0 -Third Grade teachers’ ELA instruction will encompass Guidebooks 3.0. Guidebook units with enduring understandings and standards are outlined in the Guaranteed Curriculum. • ReadyGen/IRLA Guided Reading –K-2nd ELA Curriculum • Eureka Math-Teachers follow the STPPS Guaranteed Curriculum (GC) using Eureka. • MobyMax- Students in Kindergarten-Third Grades get individualized math/ELA instruction during intervention/enrichment time. • Moby Max- Full-time Instructional Para works with kindergarten-third grade students. She uses MobyMax, along with the Guaranteed Curriculum to enrich and further promote core instruction. The Instructional Para collects extensive data from MobyMax to gage student success. Based on this data, individual enrichment instructional plans through MobyMax program. She also works with the teachers to target instructional needs based on teacher input/student assessments. 	<p>Goal(s):</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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Full-time Instructional Para with a salary of \$27,555 for the SY</p> <p>-Toner to print instructional materials and data reports.</p> <p>-Miscellaneous Technology to Replenish/Replace such things as broken mice, headphones, document cameras, and laptops. In conjunction with laptop purchases, the most current operating system/software will also be included, allowing students to use Word, Excel and</p>	<p>Effectiveness Measure:</p> <p>DIBELS 8th, LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> IRLA Leveled Baskets of books will allow teachers to instruct students in guided reading groups on their specific IRLA reading levels. By providing student leveled libraries aligned with IRLA, the students will witness reading success as they read on their independent reading levels, promoting passionate, successful readers. Additionally, teachers will have the necessary resources to instruct students in IRLA guided reading groups. IRLA is a part of the core curriculum for grades Kindergarten-second grade. 			<p>other programs that enhance curriculum and learning.</p> <ul style="list-style-type: none"> -Interactive Projectors to replace existing classroom projectors -IRLA Leveled Baskets of Books for Grades Kindergarten through Third Grades and Resource Classrooms. -Individual student size and teacher size Rekenreks. 	
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> Weekly Assessments, both formative and summative- Classroom assessments that are aligned with the Guaranteed Curriculum are analyzed by teachers and drive instruction. Many of the teacher created assessments are uniform and are generated during PLC's where student 	<p>Goal(s):</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 	<p>Items Needed:</p> <p>Toner to print data reports from assessments.</p>	<p>Effectiveness Measure:</p> <p>DIBELS 8th and LEAP 2025</p>

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<p>assessment results are analyzed.</p> <ul style="list-style-type: none"> • Unit Pre-Post Assessments-Aligned Guaranteed Curriculum Unit Assessments analyzed by teachers to drive instruction • LEAP 360-SLT Assessments for Third Grade students-Readiness and Interim-Analyzed by teachers to drive instruction and determine student goals. Administration also analyzes this data and guides teachers in determining student goals. • LEAP 2025-State Standardized Tests for Third Grade Students, assessing Math, ELA, Social Studies, and Science. These assessments are given over five days. Test results are analyzed through the Data Analysis performed by the SIP Team. • DIBELS 8th-Parish adopted reading assessment that assesses Kindergarten-Third Grade students' reading levels, Beginning of Year (BOY), Middle of Year (MOY), End of Year (EOY) Reading Interventionist, Certificated Reading Tutors, teachers, and administration analyze DIBELS 8th data. This data drives instruction and intervention/enrichment programs. • Progress Monitoring Reports-Students are progress monitored every 10 days in order to monitor reading levels. • MobyMax standard aligned assessments for ELA/Math. Analyzed by the Non-Certificated Instructional Aide, administration, and teachers to drive instruction and enrichment aligned with CORE curriculum. • TS Gold-Pre-K assessments compares information about children's skills, common knowledge, and behaviors to widely held expectations for their age. There are checkpoints for this assessment. Teachers and Administrators analyze the data to drive instruction and determine student goals. • DRDP-K-Kindergarten Student Learning Target Assessments, Readiness, Mid-Year, and Mastery. This data is analyzed by 		<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"/> DSS <input type="checkbox"/> Other 		<p>Effectiveness Results:</p>
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<p>the teachers and administration to drive instruction and determine student goals.</p> <ul style="list-style-type: none"> • SLTs-Student Learning Targets for all grades (Readiness, Mid-Year, Interims, and Mastery). Teachers and administration analyze this data to drive instruction and determine student goals. • IRLA-Students are assessed at the beginning of the year to establish individual reading goals. They are then progress monitored every two weeks to review the students’ “Power Goals”. • MobyMax- MobyMax is a computer program that assesses students to determine students’ individual levels. Based on these assessment levels, students work within the program to hopefully obtain success and mastery. Student reports are generated relating to the progress made in the program. MobyMax encompasses ELA and Math, along with other subjects. • BrainPOP Jr. is an essential engagement tool (computer website) containing engaging videos, activities, and assessments that allows both students and teachers to be involved in the learning process, optimizing student success. 			<p>Instructional Materials to support core instruction and all learning styles in kindergarten classes:</p> <ul style="list-style-type: none"> -Sentence Strips -Two Sided Alphabet Tiles -Phonics Factory -Tactile Sandpaper Letters -WonderFoam Magnetic Letters and Numbers -Letter Sets -100 Number Board -Unifix 1-10 Value Stairs <p>Internet Based Program, BrainPop Jr.</p>	
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Progress Monitoring-Students with Disabilities are progress monitored to determine the effectiveness of intervention groupings/ individualized instruction and what adjustments need to be made according to the results. 	<p>Goal(s):</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 	<p>Items Needed:</p>	<p>Effectiveness Measure: DIBELS 8th LEAP 2025</p>

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<ul style="list-style-type: none"> Co-Teaching- The Students with Disabilities are being assisted (Pre-K – Third Grades) during core instruction by a Special Ed Teachers according to the Individualized Educational Plan of the students. The Special Ed and Regular Ed teachers collaborate continually to best address the needs of the students and optimize core instruction. Both the curriculum and assessments are scaffolded in order to achieve success and work towards mastery. Teacher Core Instructional materials such as ReadyGen Intervention Manuals as well as the Scaffolding Manuals and Adapted Guide Books allow for differentiation and core instruction success for SWD. 		<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"/> DSS <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> The English Learner (EL) Instructional Aide works collaboratively with EL students and the students’ teachers two times weekly to target student needs. The English Learner Proficiency Test (ELPT) assesses EL students each year to determine their level of English proficiency in different domains. These assessment results are used in conjunction with academic success to better determine the individual needs of EL students. 	<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 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"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: DIBELS 8th LEAP 2025 ELPT</p> <hr/> <p>Effectiveness Results:</p>

Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions: It is imperative that interventions be put in place as soon as possible to yield the most effective results. Therefore, many assessments are done at the beginning of the school year to determine at risk academic/behavioral concerns. The following assessments are used to gage whether or not students will participate in classroom interventions:</p> <ul style="list-style-type: none"> • K-3rd Grade DIBELS 8th • Student weekly assessments/observations done by teacher/staff • Student Learning Targets and LEAP 360 (SLT) Data • Unit Pre-Post Assessments • Interim Reports/Report Cards • The Reading Interventionist analyzes the DIBELS data to determine the students who will receive BURST/IRLA interventions. She also looks at students who have already received BURST as an intervention to determine whether or not these students should remain in BURST. Additionally, the Student Building Level Committee (SBLC) determines what interventions will be used based on a multitude of student data, as listed above. 	<p>Goal(s): 1, 2, & 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Certified Intervention Tutor, 20 hours/week earning a salary of \$15,500 for the SY. One ROUF (Rolled Over Unused Funds) Certificated Teacher-34 Weeks @ 20 hours/week</p>	<p>Effectiveness Measure: DIBELS 8th and LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Students who are at risk, as indicated by the DIBELS 8th reading assessment are enrolled in a reading intervention program(s) coordinated by the *reading interventionist. BURST (Kindergarten-2nd Grades) and IRLA (Third Grade) are the interventions used to improve reading. 	<p>Goal(s):</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 	<p>Items Needed:</p>	<p>Effectiveness Measure: DIBELS 8th and LEAP 2025</p>

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<ul style="list-style-type: none"> • Project Read-Reading Intervention for students that are showing signs of dyslexia or who have characteristics of dyslexia and have a 504 Plan. • These interventions are done for 45 minutes daily, 4 days a week. • Two Certificated Tutors assist with providing interventions during the intervention blocks. • The Certified BURST/IRLA tutors work with students in Kindergarten-3rd grades. These students are getting BURST (K-2nd) and IRLA (3rd) as an intervention. Students receive BURST 45 minutes/day, four days/week. The tutors, as well as the *interventionist push in to classrooms when servicing most groups of students, but does pull-out some select groups to maximize the intervention time. The BURST/IRLA tutors work with students the entire time they are at school, as they are part-time, working twenty hours/week. • Students are progressed monitored regularly, according to the intervention. • Individual results are analyzed to determine student groupings, type(s) of intervention(s) being used, and targeted skills/concepts. <p>*Currently the Interventionist is an instructor for STPSS Virtual Academy for the majority of the school day. One hour of each day is dedicated to Chahta-Ima's intervention program. It is yet to be determined as to how long the interventionist will maintain this new job description.</p>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<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"> • School Building Level Committee (SBLC)- When a student is not successful with in-place intervention(s) for academics/behaviors, the student is brought to the School Building Level Committee (SBLC). 	<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	<p>Items Needed:</p>	<p>Effectiveness Measure: DIBELS 8th LEAP 2025</p>

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<ul style="list-style-type: none"> • During this process, the parent/guardian is given <i>LA's Educational Rights of Children with Disabilities- Special Education Processes and Procedural Safeguards</i> pamphlet. The parent/guardian also states his/her academic/behavior concerns. The team further discusses academic/behavior concerns and supports these findings with data/documentation. • The Team works together to develop a researched based plan that best accommodates the student's needs and will warrant success. Data is collected to determine plan effectiveness/outcomes. • The Interventionist collaborates regularly with SBLC to assist with an intervention plan. Many of the Title I programs such as BURST are used as a researched based intervention. • The SBLC process is on-going for each student until the process is concluded. • The Assistive Technology Team meets monthly to review/determine AT needs of students. • Students may also qualify for 504, but again, this would be a decision as a result of the SBLC Process. 		<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"/> DSS <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
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Support and Extended Learning

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<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> • Co-Teaching (Special Ed Teachers and Regular Ed Teachers) in grades First - Third work together collaboratively to meet the needs of Special Ed students in a regular education setting. The teachers plan together using the Guaranteed Curriculum. They meet the needs of the students through scaffolding, a variety of modalities and individualized activities. Both teachers work together to create curriculum based assessments to assess mastery. • The Instructional Para works collaboratively with the Kindergarten-third grade teachers to administer and then analyze MobyMax data and adjust enrichment accordingly. • The English Learner (EL) Instructional Aide works collaboratively with EL students and the student’s teachers two times weekly to target student needs. • The reading interventionist and BURST/IRLA tutors work together collaboratively with teachers in relation to the effectiveness/results of assigned student interventions. Together, the collaborative team creates individualized student interventions to best meet the needs of the students. Data from these interventions are analyzed collaboratively and interventions are adjusted accordingly. 	<p>Goal(s):</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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: DIBELS 8th LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • 21st Century is currently being conducted virtually. The program will continue to enhance and extend student learning. 	<p>Goal(s):</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 	<p>Items Needed:</p>	<p>Effectiveness Measure: DIBELS 8th LEAP 2025</p>

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<p>“Aspire’s aim is to empower students to reach their full academic and social potential, developing strong, civic minded citizens who are well prepared for college and careers. Through this program, the St. Tammany Parish Public School System operates four community learning centers that provide academic enhancement, recreation, and cultural activities for students, families and community members in St. Tammany Parish.”</p> <ul style="list-style-type: none"> • To improve academic achievement • To provide homework assistance • To provide enrichment activities that encourage positive youth development 		<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"/> DSS <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
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Other Strategies and Activities to Improve Students’ Skills Outside of the Academic Subject Areas

<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> • Due to the transient and often unstable environments that many of our school’s students experience, a full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school’s administrators will monitor implementation of the MHP program. 	<p>Goal(s):</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"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: DIBELS 8th LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>
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<p>Counseling Services:</p> <ul style="list-style-type: none"> The counselor is to plan, coordinate, and implement a program which allows students to create individual plans for academic, personal/social and career goals; engage in broader school improvement efforts to ensure access to current trends; respond to changing student needs; and to plan a curriculum of activities aligned with data and school-specific needs. The counselor does both whole class lessons, group and individual student counseling. 	<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"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: DIBELS 8th LEAP 2025</p> <hr/> <p>Effectiveness Results:</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"> Positive Behavior Interventions and Support (PBIS) is a parish wide positive discipline program, which encompasses the FISH philosophy. Monthly PBIS meetings are held to address the PBIS focus behavior based on the monthly behavior data. Matters pertaining to PBIS are also discussed at the meetings along with ideas for home support, which are relayed to the families through teacher/staff communication. <ul style="list-style-type: none"> -Quarterly “Sweet Treat Rewards” menu to award good behavior -Weekly Student Awards -Monthly Character Awards -“Gold Bucks”-These are awarded to students for making good choices, following the schoolwide behavior plan based on the FISH Philosophy. Students can redeem their 	<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"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: PBIS Data Discipline Data</p> <hr/> <p>Effectiveness Results:</p>
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<p>Gold Bucks bi-weekly to select rewards of choice from a Gold Buck Menu.</p> <p>-Recess Reflections-When students get Recess Reflections, they are a result of actions that necessitate reflecting/counseling to guide the students in making appropriate choices.</p> <p>-TRIBE/Check-In/Check-Out-Students who are at risk behaviorally may be put in TRIBE, Check-In/Check-Out Program or on a daily behavior sheet as a behavior intervention. TRIBE/Check-in/Check-Out is a PBIS program. TRIBE mentors are teachers/staff members, who work with the students in the program. The data from the TRIBE point sheets is analyzed by the PBIS Team for effectiveness and the interventions are adjusted accordingly.</p> <ul style="list-style-type: none"> Boys Growing into Men (BGIM)-Third Grade male students will be mentored and supported to exhibit characteristics of positive role models of the school. This group will meet weekly to discuss topics that will revolve around making and keeping friends, using problem solving strategies, working well with others, managing and understanding feelings, increasing focus, and school beautification projects. This will be achieved through many hands-on activities and open communication. 				
<p><i>Strategies for Assisting Students in the Transition from One School to the Next:</i></p>				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> When new students come to Chahta-Ima they will receive an invitation to participate in a “Welcome Walk”. New students will meet with some classmates and take a tour of the school. They will also have a question/answer orientation type session. The school counselor will lead 	<p>Goal(s):</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>Items Needed:</p>	<p>Effectiveness Measure:</p>

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<p>these sessions.</p> <ul style="list-style-type: none"> Depending on the status of COVID-19 safety protocols in May 2021 will determine whether or not the following will take place. <ul style="list-style-type: none"> -Our 3rd grade students visit Bayou Lacombe Middle School towards the end of the school year. During this visit, they meet the 4th grade teachers as well as the administration and other support staff and take a tour of the school. During the transition visit, the 3rd grade teachers will conduct learning walks, observing the 4th grade teachers to continue to develop ways to make the transition from elementary to middle school as smooth as possible for the students. Students will complete a reflection survey relating to the visit at Bayou Lacombe and 4th grade. Kindergarten hosts a day for Head Start staff members, students and their family members to visit CIE. During this visit, the participants take a tour of the school, enjoy a snack, and participate in academic activities in the kindergarten classrooms. This also gives family members of Head Start students time to ask questions about the kindergarten program at CIE. 		<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"/> DSS <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
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Professional Development

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

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • Eleven Professional Learning Communities will be held over the 20/21 school year. • PLCs are before school by each grade level. • Pre-K through third grade teachers, as well three Special Ed teachers, Administration, Instructional Coaches, and the Interventionist will (may) also attend the meetings, as indicated by the schedule. • The topics of math and ELA will be the primary focus of the PLC's. • Common assessments are created, student data/work is analyzed, and instruction is adjusted accordingly. • Best practices aligned with the Curriculum, as well as scaffolding, meeting student individual needs are also addressed. • The Professional Growth Plan and School Improvement Plan goals are also a focus of PLC's. 	<p>Goal(s):</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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: PLC/PD Survey</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Teachers and Instructional Coaches have attended virtual professional development courses provided through STPSS. 20/21 Professional Development Courses-DIBELS 8th, IRLA, Eureka Math, Google Classroom, Writing Revolution for third grade <p><i>*Currently the Instructional Coaches are instructors for STPSS Virtual Academy for the majority of the school day. One coach/day, dedicates one hour to Chahta-Ima's instructional program. It is yet to be determined as to how long the instructional coaches will maintain this new job description.</i></p>	<p>Goal(s):</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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>

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

- All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.
- Teacher openings are advertised through the district website.
- District leaders attend local college and university teacher recruitment fairs in the fall and spring.
- The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites.
- The District participates in the Teacher Residency Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.
- Student Teachers from local universities are placed in schools throughout the district.
- 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.
- A District Representative serves as a speaker on college campuses for different education courses.

Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:

<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • 	<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"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<p>Coursework to Earn Post-Secondary Credit:</p> <ul style="list-style-type: none"> • 	<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	<p>Items Needed:</p>	<p>Effectiveness Measure:</p>

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		Effectiveness Results:
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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, Title III, or DSS funding.

English Learners (EL):

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

21st Century Programs:

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

Headstart Preschool Programs:

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

4. Regular Monitoring and SIP Revision

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

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

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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:

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

-

2019-2020 Committee Members

School Improvement Planning Committee

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

Members Include:

- Principal: Gary Marlborough
- AP: Lica Graves
- Teacher: Kimberly Pechon
- Teacher: Caroline Vorenkamp
- Parent/Family: Stacy Arabie
- Parent/Family: Candace Charbonnet
- Parent/Family:

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- Principal: Gary Marlborough
- Student: Kaylie Roberts
- Teacher: Phyllis Ducre
- Teacher: Jennifer Miller
- Parent/Family: Elisee Roberts
- Parent/Family: Candace Charbonnet
- Parent/Family: Ieshia Bedford

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
 - A 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