

**2019-2020
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
Kindergarten, Second, and Third Grades have 64% of its students reading At or Above Benchmark, Spring 2019 DIBELS Next.	First Grade has the greatest percentage of At Risk students with 48% of its students reading below level, scoring Intensive or Strategic, Spring DIBELS Next 2019.
The SPS Assessment Index Score indicates an increasing trend from 2017-2019, 70 (2017), 74.8 (2018), and 77 (2019).	The Math Assessment Index is the only Index Score that has declined from 2018-2019, 73.8 (2017), 86.7 (2018), 79.1 (2019).
The ELA Assessment Index continues to indicate an increasing trend from 2017-2019, increasing by 26.6 points. From 2016-2017, the points increased by 20.2 points, from 2017-2018 the points increased by .2 point, and from 2018-2019 the points increased by 6.2 points.	The Math Assessment Index indicates the first decline by 7.6 from 2018 to 2019.
ELA continues to be a potential subject area of strength in the subcategories Literary Text at 61% and Vocabulary at 62% for 2019.	Math is a potential subject area of weakness in the subcategories of Solve Problems with Any Operation at 38% and Products & Quotients/ Solve Multiplication & Division Problems at 39% for 2019.
ELA continues to be the potential subject area of strength in the subcategories of Literary Text at 61% and Vocabulary at 62% for 2019.	Math is the potential subject area of weakness in the subcategories of Solve Problems with Any Operation at 38% and Products & Quotients/ Solve Multiplication & Division Problems at 39%. For 2019.
The White, Economically Disadvantaged, and Whole School Subgroups indicate an increasing trend in ELA Index scores from 2016-2019. The ED Subgroup ELA Index score increased by 21.2 points, the White Subgroup ELA Index score increased by 16.3 points, and the Whole School Subgroup ELA Index score increased by 26.6 points.	The Students with Disabilities Subgroup continues to yield the lowest Index scores. The Index scores indicate a declining trend for the SWD Subgroup in ELA 33.8 (2016), 44.6 (2017), 47.5 (2018), 47.0 (2019) and Math 15.4 (2016), 44.6 (2017), 32.5 (2018), and 18.0 (2019).
The Economically Disadvantaged Subgroup is the second largest subgroup and continues to show an increasing Index score in ELA from 2016-2019. The ED Subgroup ELA Index scores 61.1 (2016), 77.2 (2017), 80.2 (2018), and 82.3 (2019) show an increasing trend with a growth of 21.2 Index points. The Whole School Subgroup indicates an increasing trend in ELA Index Scores, increasing 26.6 Index Points overall from 2016-2019.	The Students with Disabilities Subgroup continues to score the lowest Index scores. The Index scores indicate declining trends for the SWD Subgroups- ELA 33.8 (2016), 44.6 (2017), 47.5 (2018), 47.0 (2019) and Math 15.4 (2016), 44.6 (2017), 32.5 (2018), and 18.0 (2019) Additionally, the Black Subgroup witnessed a decline in both ELA and Math Index scores from 2018 to 2019, with the ELA Index 70.4 to 60.0, and Math Index 80.8 to 53.3.
The White, Economically Disadvantaged, and Whole School Subgroups	The Black and Students with Disabilities Subgroups yielded the lowest overall K8

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<p>indicate a strength in the overall K8 SPS for 2019. The White Subgroup scored a 90.2 (A), the ED Subgroup scored a 77.9 (B), and the White Subgroup scored a K8 Assessment Index of 87.3 (B). The White Subgroup scored a 87.3 (B), the ED scored a 73.1 (C), and the Whole School scored a 77 (B) K8 Assessment Index score for 2019.</p>	<p>SPS and K8 Assessment Indexes. The Black Subgroup scored a K8 SPS of 59.3(D) and a K8 Assessment Index of 50.2 (D). The SWD Subgroup scored a K8 SPS of 49.0 (F) and an Assessment Index of 33.0 (F).</p>
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<p>The White Subgroup indicates the highest Index scores in all subject areas from 2016-2019. Also the White, Economically Disadvantaged, and Whole School Subgroups all show an increasing trend in ELA Index scores. The White Subgroup Index score increased by 16.2 points, the ED increased by 21.2 points, and the Whole School increased by 26.6 points in the subject of ELA from 2016-2019.</p>	<p>The Students with Disabilities Subgroup indicates the most significant decline in Index scores in the subject areas of ELA, Math, Science, and Social Studies for 2019. The SWD Subgroup scored an ELA Index of 47, a Math Index of 18, and a Science and Social Studies Indexes of 24. The Black Subgroup declined from 2018 to 2019 in the subjects of ELA with an Index score of 70.4 to 60 and a Math Index score of 80.8 to 53.3.</p>
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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/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data

GOALS

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

1. K- 3rd students will increase reading achievement by increasing the percentage of students scoring At or Above Benchmark on DIBELS Next by 5% from Fall 2019 to Spring 2020 as follows:

- K- 55% to 60%
- 1st- 51% to 56%
- 2nd-60% to 65%
- 3rd-51% to 56%

2. In Spring 2019 to Spring 2020 the ELA and Math Assessment Index scores on LEAP 2025 as follows:

- ELA:** Increase by 4 Assessment Index points from 86.0 (2019) to 90.0 (2020)
- Math:** Increase by 7 Assessment Index points from 79.1 (2019) to 86.1 (2020)

3. In Spring 2019 to Spring 2020 the students in the subgroup “Students With Disabilities” for the Whole School will increase their Assessment Index on LEAP 2025 as follows:

- ELA:** Increase by 5 Index points from 47.0 (2019) to 52.0 (2020)
- Math:** Increase by 32 index points from 18.0 (2019) to a 50.0 (2020)

2. PARENT AND FAMILY ENGAGEMENT

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <ul style="list-style-type: none"> • Design: Invitations will be sent to all stakeholders inviting them to attend meetings relating 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, posted on the website, <i>Smoke Signals</i> - the school's newsletter, and posted on the PF bulletin board. Robocalls are also placed to announce some of the meetings. The importance of stakeholder input throughout the design of the SIP will also be promoted at gatherings, such as PFE's and PTA Meetings. Stakeholders will be asked to give input throughout the SIP design process, initial draft and edited drafts, which eventually result in the final draft. Additionally, stakeholders will be given a summarized version of the SIP Evaluation (2018-2019) and the SIP (2019-2020) 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. 	<p>Goal(s): 1,2,and 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:</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: PF Survey</p> <hr/> <p>Effectiveness Results:</p>

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- A summary relating to the SIP evaluation for the 18/19 school year will be handed out at the 19/20 SY Meet and Greet to generate parent feedback. An additional updated evaluation document will be sent home to all students when all data to complete the evaluation is available. (August 8, 2019)
- Parents will be involved with the SIP implementation process throughout the remainder of the 2019-2020 SY, understanding that the SIP is a living document, evolving through its implementation. Monthly Title/PTA Meetings, along with PFE's and ongoing school events will be the platform for SIP implementation. Family/community members will understand how they play an intricate role in the implementation process of the SIP. PFE's will focus on student goals, giving family members tools/strategies to meet these goals. Additionally, the implementation process will be ongoing through Title/PTA meetings/events to continue to guide family members in their students' education process/goals. Educational items in the PF Library will be used in PFE to enhance student learning and family engagement.

valuation:

- Invitations will be sent to all stakeholders inviting them to attend meetings relating to the evaluation of the SIP. The invitations will be made available in a variety of ways, including sent home with students in classroom daily communication source, posted on the website, noted on the Partnership Calendar, put into the school's newsletter, *Smoke Signals* and posted on the PF bulletin board. Robocalls are also placed to announce some of the meetings. The evaluation results will be summarized so to allow for a greater understanding of the evaluation and its results. The school website will include this

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<p>information and will invite stakeholder feedback.</p>				
<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"> Monthly Title/PTA meetings are held for all parents/families, teachers, and students to attend. (Dates- 9/11, 10/2, 11/6, 12/4, 1/8/2020, 2/5, 3/4, 4/1, 5/6) During these meetings, Title I SIP/PFE topics are addressed so that all in attendance know that they have a voice in all Title topics relating to school decisions. Additionally, the Title/PTA meetings address school decisions, including how PTA funds will be spent to most effectively meet the needs of the students as well as staff members. There are many ways that the dates and times of the meetings are communicated to parents. A flyer listing the monthly PTA dates for the entire year was handed out at "Open School" as well as sent home. The PTA meetings are also listed on the monthly Partnership Calendars and Robocalls are made to announce the meetings. 	<p>Goal(s): 1,2 and 3</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other</p>	<p>Items Needed:</p>	<p>Effectiveness Measure: PF Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> School/PF communication is essential to promote optimal success. All grade levels' school/PF communication is delivered through several means. 	<p>Goal(s): 1,2, and 3</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II</p>	<p>Items Needed: -Assorted Colored Paper for PF Communications such as Invitations/Flyers/Handouts -White Card Stock for Invitations and Handouts</p>	<p>Effectiveness Measure: PF Survey</p>

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<p>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. Colored paper is used for many of the flyers promoting school/classroom/Title I events. Cardstock is also used for at home learning extensions. Classroom daily communication sources allow teachers/parents/family members to continually maintain correspondence between home/school. In addition to classroom daily communication sources, there are a multitude of other types of communication. The school's website has pertinent information encompassing all aspects of the school. Each teacher also 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. Monthly Title I/PTA Meetings are also an excellent vehicle for communication. These meetings always include invitations, sign-in sheets, agendas, notes and feedback to document the communication that result at the monthly meetings.</p>		<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>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. <i>(Title VI of the Civil Rights Act of</i> 	<p>Goal(s): 1, 2, and 3</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II</p>	<p>Items Needed: District/Title Paid Certificated Translator</p>	<p>Effectiveness Measure: PF Survey</p>

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<p>1964)</p> <ul style="list-style-type: none"> Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for 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. 		<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>Effectiveness Results:</p>
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Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.

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

<p>Parent Family Engagement Activity 1: Meet and Greet (August 8, 2019) 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 a variety of staff members along with the child's assigned teacher. During Meet and Greet, families can take a</p>	<p>Goal(s): 1, 2, and 3</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/>Title I <input type="checkbox"/>GFF <input type="checkbox"/>Title II</p>	<p>Items Needed: -Stipends for 30 teachers for 1.5 hours @ \$27.00 for a total of \$810.00. -Assortment of Colored Paper for Agenda, Hand-</p>	<p>Effectiveness Measure: PF Survey/Exit Tickets- Attendance: Over 300 people Exit Tickets: Over 90% reported "Excellent Ratings" or positive answers</p>
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<p>hour of the school not only getting to see the classroom but also the PF Library, STEM Lab, gymnasium, library, music, and art room. They can get acquainted with all that CIE has to offer. Additionally, families receive information 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 is given to the attending families, and if they need assistance in filling it out, or have questions relating to it, our staff is here to help them with it. Community Partners such as Lacombe’s librarian attends the Meet and Greet to show their involvement and support in the education of CIE’s students. The PTA also has a table to promote memberships and parent involvement, as Title I/PTA meetings are always combined and are held monthly. The Meet Greet has always been the most attended PFE.</p> <p>Meet and Greet where families receive the following information:</p> <ul style="list-style-type: none"> • Helpful Hints/Tools for School and at Home Success • Title 1 Compacts/Paperwork • Parent and Student Handbook • Title I Program Awareness • Summary of the 18/19 SY SIP Evaluations • The ESSA Video is played for PF viewing • Title I/PTA Meeting Awareness and Sign-Up Opportunity • PF Library Introduction • Beginning of School Forms, such as Free/Reduced Lunch Applications... 		<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>outs, and Exit Ticket -White Card Stock for Mailed Out Invitations</p>	<p>Effectiveness Results: The overall success based on attendance/participation was highly effective. Over 300 people were in attendance. 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 19/20 SY. Informative forms explaining what a Title I school is, as well as 18/19 Title Evaluation summary makes valuable information available to families. The majority of Exit Tickets, over 90%, yielded “Excellent” results.</p>
<p>Parent Family Engagement Activity 2: Individual Grade Level Parent Family Event (Grades Pre-K and Kindergarten, (October 22, 2019)-</p> <ul style="list-style-type: none"> • These PFE’s are held during the day so that families can interact with students during a regular school day and participate in school day functions such as 	<p>Goal(s): 1, 2, and 3</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/>Title I <input type="checkbox"/>GFF <input type="checkbox"/>Title II</p>	<p>Items Needed: Assorted Color Paper for Invitations, Agenda, Hand-outs, and Exit Tickets Card Stock for Educational Extended at Home Learning</p>	<p>Effectiveness Measure: PF Survey/Exit Tickets</p>

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<p>classroom routines, curriculum based learning activities, and joining the students for lunch and recess.</p> <ul style="list-style-type: none"> The families and students will engage in Math and ELA curriculum lessons to expose families to grade level expectations/learning outcomes. Handouts outlining home learning extensions are also provided. 		<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	Games	<p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 3: Individual Grade Level Parent Family Event, Second Grade- November 20, 2019)-</p> <ul style="list-style-type: none"> These PFE's are held during the day, so that families can interact with students during a regular school day and participate in school day functions such as classroom routines, curriculum based learning activities, and joining the students for lunch and recess. The families can also attend a session presented by CIE's counselor and MHP, which will give tips on promoting positive behavior both at school/home. The families and students will engage in Math and/or ELA curriculum lessons to expose families to grade level expectations/learning outcomes. Handouts outlining home learning extensions are also provided. 	<p>Goal(s): 1, 2, and 3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed: Assorted Color Paper for Invitations, Agenda, Handouts, and Exit Tickets Card Stock for Educational Extended at Home Learning Games</p>	<p>Effectiveness Measure: PF Survey/Exit Tickets</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 4: Math and Literacy Family Learning Night Parent Family Event March 10, 2020)-</p> <ul style="list-style-type: none"> This PFE fully engages families/students in learning through high-interest level, hands-on tasks centering on Math and ELA. It also allows the school to spotlight 	<p>Goal(s): 1, 2, and 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	<p>Items Needed: Assorted Color Paper for Invitations, Agenda, Handouts, and Exit Tickets Card Stock for Educational Extended at Home Learning</p>	<p>Effectiveness Measure: PF Survey/Exit Tickets</p>

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<p>great places like the STEM Lab and the PF Library.</p> <ul style="list-style-type: none"> Title I information is always available at PFE's in order to further promote awareness of the program and gather family input. The ESSA Video is played for PF viewing. PFE Survey Station will be set up so that parent families can take the survey during the event or get a paper copy of the survey to complete on site or at home. Community members also are invited to show their support for CIE and how they are "partners in education". Informative handouts are given to the families so that the learning can be extended at home. The learning night encompasses both Math and ELA concepts from the Guaranteed Curriculum. This is a whole school PFE. 		<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>Games</p> <p>-Stipends for 30 teachers for 1.5 hours @ \$27.00 for a total of \$810.00.</p>	<p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 5: "The Power of Assessment" (Third Grade, March 31, 2020)</p> <ul style="list-style-type: none"> This PFE will begin at 9:30 AM where families will meet in the gymnasium for a "Testing Talk". During this time, the families will be given the testing schedule, information relating to what to expect on the test, and what they can do to promote optimal success among their children. After the "Testing Talk" family members are invited to the classrooms to work with their child to solve sample LEAP 2025 test questions. This will be done through the interactive, engaging electronic Kagan game, Numbered Heads Together. Title I information is always available at PFE's in order to further promote awareness of the program and gather family input. Informative handouts are given to the families so that the learning can be extended at home. 	<p>Goal(s): 1, 2, and 3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed: Assorted Color Paper for Invitations, Agenda, Handouts, and Exit Tickets</p>	<p>Effectiveness Measure: PF Survey/Exit Tickets</p> <hr/> <p>Effectiveness Results:</p>

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<p>Parent Family Engagement Activity 6: Individual Grade Level Parent Family Event (First Grade, May 2, 2020)-</p> <ul style="list-style-type: none"> • This PFE is held during the day so that families can interact with students during a regular school day and participate in school day functions such as classroom routines, curriculum based learning activities, and joining the students for lunch and recess. • The families and students will engage in an “Author’s Tea”, which is aligned with the ELA curriculum. The students will interact with families by sharing their student created books through oral reading and discussion. • After the “Author’s Tea”, Parent/Families will be invited to the gymnasium to watch a performance put on by the first grade. The performance will include songs/chants that reiterate the ELA and Math skills/concepts that were focused on during the “Author’s Tea”. • Handouts outlining home learning extensions are also provided. 	<p>Goal(s): 1, 2, and 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:</p> <ul style="list-style-type: none"> -Assorted Color Paper for Invitations, Agenda, Hand-outs, and Exit Tickets Card Stock for Educational Extended at Home Learning Games -Individual BARE Book for each student to publish for the Author’s Tea, approximately \$100.00 -Permanent Markers to use for Writing/Illustrating the Books, approximately \$150.00 	<p>Effectiveness Measure: PF Survey/Exit Tickets</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 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 2.0 -Third Grade teachers’ ELA instruction during the third nine weeks of school will encompass Guidebooks 2.0. The teachers will receive ongoing professional development relating to Guidebook 2.0 instruction/implementation. • ReadyGen/Guided Reading – The Instructional Coach hosts professional development for teachers to ensure guided reading best practices are being implemented beginning in Kindergarten. • Eureka Math-Teachers follow the STPPS Guaranteed Curriculum (GC) using Eureka, which is embedded in the curriculum. Eureka resources are printed through Graphic Arts to extend Tier I math instructional/student materials. Both the STPPS Elementary Math Curriculum Specialist, as 	<p>Goal(s): 1, 2, and 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:</p> <ul style="list-style-type: none"> -Full-time Instructional Para with a salary of \$25,705 for the SY -Printed Materials from Graphic Arts that are aligned with the Guaranteed Curriculum -Reading A-Z Leveled Books Printed through Graphic Arts -Toner to print instructional materials and data reports. -Miscellaneous 	<p>Effectiveness Measure: LEAP 2025, DIBELS Next</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>

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<p>well as the Instructional Coach have delivered Eureka professional development sessions to further enhance Eureka math instruction, as it relates to the math standards.</p> <ul style="list-style-type: none"> • EAGLE Math Assessments/Instruction-EAGLE math assessments are generated and are aligned with the math standards. Assessment results then determine student groupings for small group instruction to master standards on the assessments. • MobyMax is aligned with the Guaranteed Curriculum. Students in Kindergarten-Third Grade take Math/Reading Assessments to determine GLE. Students then get individualized math/reading instruction. • Full-time Instructional Para works with third grade students. She uses programs such as EAGLE, along with the Guaranteed Curriculum to enrich and further promote core instruction. The Instructional Para collects extensive data from EAGLE to gage student success. Based on this data, instructional needs in tutoring sessions are delivered. She also works with the teachers to target instructional needs based on teacher input/student assessments. • Technologies will continue to be updated, so that technology use and core instruction/student learning are integrated. Student use of technology continues to play a vital role in learning, and is embedded in the Guaranteed Curriculum. Technology inventories are conducted twice yearly to determine the greatest technology needs of the school in order to best update technology and maximize instruction/learning, such as document cameras, headphones, interactive projectors, and mice. • Printed materials from Graphic Arts that are aligned with the Guaranteed Curriculum, as well as EAGLE and Reading A-Z for IRLA Leveled Libraries will be used as valuable teaching resources to support CORE instruction. • Teaching a Rigorous, Standard-Based Curriculum requires 			<p>Technology to Replenish/Replace such things as broken mice, document cameras, and printers. -District ZEARN Licenses for First Grade Students -Interactive Projectors to replace existing classroom projectors</p>	
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-IRLA Leveled

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<p>printed materials. Toner for printers is needed in order to print these materials. Additionally, toner is needed for the printing of data that is used to guide instruction.</p> <ul style="list-style-type: none"> Zearn student Licenses/workbooks for First Grade students will enrich math curriculum/instruction. It will provide opportunities for the students to participate in Zearn math during math instructional minutes so that they experience an integrated approach to math teaching and learning. Using the reporting and data provided by Zearn, it will further allow for small group remediation and enrichment, which will be reported through Zearn. Additionally, daily math fluency will be done through Zearn to increase and deepen math concepts. The math Instructional Coach will oversee and guide implementation of Zearn in the classroom, aiding both the teachers and students to maximize the effectiveness of the Zearn program. The math Instructional Coach is a district Zearn trainer and professional development presenter and will deliver Zearn professional development implementation sessions to the First Grade teachers. 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 will be reading on their independent reading levels, promoting passionate, successful readers. Additionally, teachers will have the necessary resources to instruct students in IRLA guided reading groups. 			<p>Baskets of Books for Grades Kindergarten through Third Grades and Resource Classrooms, -Toner for printers</p>	
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<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 assessment results are analyzed. • 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 Next-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, teachers, and administration analyze DIBELS Next data. This data drives instruction and intervention programs. • Progress Monitoring Reports-Students are progress monitored every 10 days in order to monitor reading levels. • EAGLE-LEAP 2025 aligned assessments for ELA/Math. Analyzed by the Non-Certificated Instructional Aide, Administration, and teachers to drive instruction and tutoring 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 	<p>Goal(s): 1,2, and 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Toner to print data reports from assessments.</p>	<p>Effectiveness Measure: LEAP 2025, DIBELS Next</p> <hr/> <p>Effectiveness Results:</p>
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<p>checkpoints for this assessment. Teachers and Administrators analyze the data to drive instruction and determine student goals.</p> <ul style="list-style-type: none"> • DRDP-Kindergarten Student Learning Target Assessments, Readiness, Mid-Year, and Mastery, This data is analyzed by the teachers and administration to drive instruction and determine student goals. • 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 is on students’ individual levels. Student reports are generated relating to the progress made in the program. MobyMax encompasses ELA and Math, along with other subjects. • IRLA-Independent Reading Level Assessment is implemented in Kindergarten-second grades. This program allows teachers to assess students’ independent reading levels. Once student reading levels are established, students receive small group guided reading instruction according to their reading levels. 				
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with</u> <u>abilities</u>:</p> <ul style="list-style-type: none"> • EAGLE assessments are aligned with LEAP 2025 and are administered by the Non-Certificated instructional Aide. Math/ELA and Social Studies assessments are given to all third grade students. Based on the data/results of the 	<p>Goal(s): 1,2 and 3</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4</p>	<p>Items Needed:</p>	<p>Effectiveness Measure: LEAP 2025, DIBELS Next</p>

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<p>assessments, the students receive tutoring, targeting specific skills. Students with Disabilities are taking the same EAGLE assessments and are receiving tutoring based on the data like the other third grade students.</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. • 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. • Instructional Coach- The Instructional Coach’s Focus is as follows: <p>Math Instructional Coach Focus:</p> <ul style="list-style-type: none"> • to provide support and assistance in planning and delivering effective standards based math instruction • to assist and facilitate discussions centered on analyzing student performance data, in regards to math. <p>ELA Instructional Coach Focus:</p> <ul style="list-style-type: none"> • support K-2 in the implementation of IRLA (Independent Reading Level Assessment) and data collection • support 3rd grade in the instructional strategies of the GuideBooks and data collection 		<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>Strategies, Curriculum, and Assessments Specific to English Learners:</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. 	<p>Goal(s): 1,2, and 3</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 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: ELPT Assessments, LEAP 2025, and DIBELS Next</p> <hr/> <p>Effectiveness Results:</p>

Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <p>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 gauge whether or not students will participate in classroom interventions:</p> <ul style="list-style-type: none"> K-3rd Grade DIBELS Next Student weekly assessments/observations done by teacher/staff Student Learning Targets and LEAP 360 (SLT) Data 	<p>Goal(s): 1,2 and 3</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 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	<p>Items Needed:</p>	<p>Effectiveness Measure: DIBELS Next, Student Grades, Multitude Assessment Measures</p> <hr/> <p>Effectiveness Results:</p>
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<ul style="list-style-type: none"> • Unit Pre-Post Assessments • Interim Reports/Report Cards • The Reading Interventionist analyzes the DIBELS data to determine the students who will receive BURST 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 Assistant Team (SAT) determines what interventions will be used based on a multitude of student data, as listed above. 		<input type="checkbox"/> Other		
<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 Next reading assessment are enrolled in a reading intervention program(s) coordinated by the Reading Interventionist. BURST (Kindergarten-2nd Grades) and FastForward, My Reading Assistant, Project Read, and EAGLE (Third Grade) are the interventions used to improve reading. • These interventions are done for 30 minutes daily, 4 days a week. FastForward is done for 30-45 minutes daily, 5 days a week. • The Certificated Tutor for the BURST Program and the Full-time Instructional Para assist the Reading Interventionist with this process. <ul style="list-style-type: none"> -The Certificated Tutor works with Kindergarten – 2nd Grade while the Full-Time Instructional Para works with 3rd grade students, who are getting the intervention FastForward and My Reading Assistant. They get this intervention five times each week for 45 minutes each day. -The Certified BURST Tutor works with students in Kindergarten-2nd grades. These students are getting BURST as an intervention. Students receive BURST 30 minutes/day, four days/week. She, as well as the Interventionist push in to classrooms when servicing most groups of students, but does 	<p>Goal(s): 1,2 and 3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed: One ROUF (Rolled Over Unused Funds) Certificated Teacher- 34 Weeks @ 20 hours/week -110 BURST Licenses for Kindergarten-Second Grade and a select few Third Grade Students -240 DIBEL Licenses for Kindergarten-Third Grade, \$9696.00</p>	<p>Effectiveness Measure: LEAP2025/DIBELS Next</p> <hr/> <p>Effectiveness Results: LEAP 2025, DIBELS Next</p>

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<p>pull-out some select groups to maximize the intervention time. The BURST Tutor works with students the entire time she is at school, as she is part-time, working twenty hours/week.</p> <ul style="list-style-type: none"> • 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>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Student Assistance Team (SAT)- When a student is not successful with in-place intervention(s) for academics/behaviors, the student is brought to the Student Assistance Team (SAT). • 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 SAT to assist with an intervention plan. Many of the Title I programs such as BURST are used as a researched based intervention. • The SAT 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 	<p>Goal(s): 1, 2 and 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Intervention Data, DIBELS Next, Student Grades, Multitude of Assessments</p> <hr/> <p>Effectiveness Results:</p>

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<p>a decision as a result of the SAT Process.</p>				
<p>Interventions Specific to Students with Disabilities:</p> <ul style="list-style-type: none"> The interventions BURST, Fast Forward, and Reading Assistant, are used with Students with Disabilities. The intervention results/data based on progress monitoring/assessments are adjusted based on students' on-going needs and effectiveness. Students with Disabilities are continually monitored in interventions to determine the best outcomes. Students with Disabilities are also placed in intervention groupings according to the progress monitoring data along with other data. Co-Teaching for grades first-third provides both a Special/Regular Ed teacher to teach the core curriculum in a Regular Ed classroom setting five days/week. During the time of co-teaching the Special Ed teacher scaffolds the core curriculum to best meet the individual needs of SWD's. 	<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 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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: LEAP 2025, DIBELS Next</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to English Learners:</p> <ul style="list-style-type: none"> English Learners may receive interventions based on their DIBELS Next assessment results such as BURST, Project Read, Fast Forward or My Reading Assistant and are continually monitored to determine ongoing interventions/groupings. Additionally, EL students electing to receive EL services have an EL Para working with these students twice weekly for 30 minutes each session to oversee student needs and progress. 	<p>Goal(s): 1, 2, and 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: ELPT, LEAP 2025, DIBELS Next</p> <hr/> <p>Effectiveness Results:</p>

Support and Extended Learning

<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> • 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 third grade teachers to administer and then analyze EAGLE data and adjust instruction accordingly. She also tutors students in third grade according to the results of EAGLE and the curriculum. The teachers and aide work hand-in-hand to plan and analyze tutoring sessions. • 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 tutor 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. • Community Partners (RISE) work collaboratively with Kindergarten teachers and the Reading Interventionist to participate in a student enrichment program during Kindergarten’s common BURST intervention time. • Third Grade Tutoring Program- Members from the Rotary Club work with third grade students to promote reading through a reading incentive program. Also, these volunteers provide an enrichment program for some of the third grade 	<p>Goal(s): 1, 2, and 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: LEAP 2025, ELPT, DIBELS Next</p> <hr/> <p>Effectiveness Results:</p>
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<p>students during the third grade common intervention time.</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"> Field Trips- Grades Kindergarten – Third take two Field Trips each school year. The field trips’ activities/focuses are aligned with the grade level’s Guaranteed Curriculum learning standards. Field Trips allow students to engage in hands-on, multi-disciplinary learning experiences relating to the curriculum. 21st Century “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.” To improve academic achievement To provide homework assistance To provide enrichment activities that encourage positive youth development <p>After School Program</p> <p>After school programs provide extended opportunities for learning in a safe and secure environment offering participants</p> <ul style="list-style-type: none"> Nutritional snacks 	<p>Goal(s): 1, 2 and 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Teacher Stipend for Before School Enrichment Tutoring- \$25.00/hour for 20 weeks, totaling \$1000.00.</p>	<p>Effectiveness Measure: PF Survey, LEAP 2025, DIBELS Next</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • Correlation of regular school day curriculum • Music, art, drama, and academic games • Computer skill based activities • Sports and recreation • Cooking • Homework help and tutoring with certified teachers and high school mentors • KIT Tutoring – Students who are identified as KIT students, who are struggling academically at the end of any 9 Week Period, having an F on a Report Card in any subject area(s), will qualify for in-school tutoring in the indicated subject areas of concern. Students may also be tutored based on below level DIBELS scores. The amount of in-school tutoring is determined by the KIT coordinator of the Title I Department based on student need. • Extended School Year (ESY)- Students who qualify for services/accommodations in accordance with the district/state guidelines will be candidate for ESY • A third grade certificated teacher will tutor select third grade students, one hour per session for twenty weeks. The students selected for this tutoring program will be students who are thriving academically based on a variety of data. The tutoring serves as an enrichment program to achieve optimal student success. The students will come to school one hour prior to its starting time. PF are responsible for student transportation. 				
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Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

<p>Under Services: Transient and often unstable environments that school's students experience, a full-time MHP Provider (MHP) will work with students. This will help to improve academic achievement by helping them to develop coping strategies and stresses they are facing in life. This will help them to focus on their academic assignments. Students will be selected through a process and will work with the MHP for varying time dependent on need. The school's staff will monitor implementation of the MHP</p>	<p>Goal(s): 1, 2, and 3</p>	<p>Budgets used to support this activity: <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"/> DSS <input type="checkbox"/> Other</p>	<p>Items Needed:</p>	<p>Effectiveness Measure: LEAP 2025, DIBELS Next, and Discipline Data</p> <hr/> <p>Effectiveness Results:</p>
<p>The goal is to plan, coordinate, and implement a program that allows students to create individual plans for academic, personal/social and career goals; engage in school improvement efforts to ensure access to resources; respond to changing student needs; and to implement a variety of activities aligned with data and school goals.</p>	<p>Goal(s):</p>	<p>Budgets used to support this activity: <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"/> DSS <input type="checkbox"/> Other</p>	<p>Items Needed:</p>	<p>Effectiveness Measure: LEAP 2025, DIBELS Next, and Discipline Data</p> <hr/> <p>Effectiveness Results:</p>

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

<p>to Prevent and Address Problem Behavior:</p> <p>Behavior Interventions and Support (PBIS) is a positive discipline program, which assesses the FISH philosophy. PBIS meetings are held to address the PBIS focus behavior based on behavior data. Matters pertaining to PBIS are also discussed at the meetings with ideas for home support, which are relayed to the families through staff communication. Students are invited to quarterly PBIS Olympics and Champion Student Awards and Merit Awards. These are awarded to students for making good choices, following the behavior plan based on the FISH Philosophy. Students can redeem points bi-weekly to select rewards of choice from a Gold Buck Menu. Meetings are used to celebrate student/classroom PBIS awards. Students are always invited to weekly Morning Meetings. Consequences-When students get Recess Reflections, they are a result of consistent misbehavior. Facilitate reflecting/counseling to guide the students in making good choices. Check-In/Check-Out-Students who are at risk of misbehavior may be put in TRIBE, Check-In/Check-Out or on a daily behavior sheet as a behavior intervention. TRIBE/Check-in/Check-Out is a PBIS strategy. 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 and the interventions are adjusted accordingly. Growing into Men (BGIM)-Third Grade male students will be supported to exhibit characteristics of positive role models of the week. They will meet weekly to discuss topics that will revolve around making good choices, using problem solving strategies, working well with friends, and understanding feelings, increasing focus, and school projects. This will be achieved through many hands-on activities and projects.</p>	<p>Goal(s): 1, 2, and 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: PBIS Data, Discipline Report Data</p> <hr/> <p>Effectiveness Results:</p>
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Assisting Students in the Transition from One School to the Next:

<p>Activities for Incoming and Outgoing Students:</p> <p>Students come to Chahta-Ima they will receive an invitation to "Welcome Walk". Students will meet with other new students and school. They will also have a question/answer orientation type school counselor will lead these sessions. Students in the PBIS Olympic will also be a part of the "Welcome Walk."</p> <p>3rd grade students visit Bayou Lacombe Middle School towards the end of the year. During this visit, they meet the 4th grade teachers as well as the principal and other support staff and take a tour of the school. During the visit, the 3rd grade teachers will conduct learning walks, observing the 4th grade to continue to develop ways to make the transition from middle school as smooth as possible for the students. Students will complete a transition survey relating to the visit at Bayou Lacombe and 4th grade. Chahta-Ima hosts a day for Head Start staff members, students and their families to visit CIE. During this visit, the participants take a tour of the school, snack, and participate in academic activities in the kindergarten classroom. Chahta-Ima also gives family members of Head Start students time to ask questions about the kindergarten program at CIE.</p>	<p>Goal(s): 1, 2, and 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: PF Survey</p>
	<p>Effectiveness Results:</p>			

Professional Development

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

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • Fourteen Professional Learning Communities will be held over the 19/20 school year. • PLCs are held twice a month by 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 alternate, unless professional development redelivery dictates a different schedule, which will place more emphasis on math. • 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): 1, 2, and 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:</p> <p>-Fourteen PLC's will be scheduled for the year. Four substitutes will be needed for each PLC. Salary and benefits for substitutes allow teachers to attend PLC meetings. Pre-K - Third Grade level teachers, as well as special education teachers will attend the fourteen PLC's.</p> <p>-The total cost for the substitutes being used for Pre-K – Third Grade PLC's totals \$5040.00</p>	<p>Effectiveness Measure: End of Year PLC/PD Survey-</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Parish Summer Institute-Many of CIE's staff members attended Summer Institute sessions, reporting back that they were very beneficial and the information will be applied in the classroom. Teachers mainly attended both ELA and math content workshops at Summer Institute. 	<p>Goal(s): 1, 2, and 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p> <p>Stipends for 5 First Grade teachers and the Math Instructional Coach for 6, 1 hour missions. \$25 @ 6</p>	<p>End of Year PLC/PD Survey-</p>

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

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:

- **Data Analysis is on-going-**
 - Weekly and Bi-Weekly**
 - Classroom Formative/Summative Assessments
 - Progress Monitoring
 - Moby Max Progress Reports
 - Interim and Nine Weeks**
 - Unit Pre and Post Tests
 - Benchmark Tests
 - JPams Generated Interim Reports
 - JPams Generated Nine Week Report Cards
 - EAGLE Assessments
 - Beginning of Year, Middle of Year, End of Year**
 - DIBELS Next

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- Student Learning Targets (TS Gold, DRDP-K, LEAP 360)
- EAGLE Assessments
- LEAP 2025 (2019)

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:

- Since data is continually analyzed, and instruction/interventions are adjusted according to the data results, the implemented school programs, as outlined in the SIP are continually being reviewed for effectiveness.
- During Professional Learning Communities (PLC's), grade levels review data to determine effectiveness. There is great collaboration to adjust instruction/interventions to maximize effectiveness. The instructional coaches and reading interventionist are included in the data analysis and effectiveness evaluation. This information is relayed to all staff members such as Certificated and Non-Certificated Instructional Aids, and Para-Professionals to work towards meeting the goals outlined in the SIP.
- Monthly Grade Level Chair and Faculty Meetings are used to discuss the implemented programs and effectiveness, as outlined in the SIP.

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

- The SIP is a living document and will continually be reviewed/adjusted in relation to the data/evaluation results.
- The SIP and SIP Summary is posted on CIE's Website for all stakeholders to view and also to provide feedback.
- Evaluation results will be added to the SIP in Spring 2020, however, some evaluation results will be added sooner if the results are available.
- When all evaluation results are reported and recorded in the SIP, this is shared with the faculty/staff both at the end of the 2019/2020 school year, and also at the beginning of the 2020/2021 school year. LEAP 2025 scores, along with subgroup scores are the final part of the evaluation process, so the final evaluation depends upon when these scores are made available to the school.
- Parents/Families and Community Members are invited to a SIP Evaluation Meeting. During this meeting, they receive a summary of the SIP evaluation. This is also posted on the website. Feedback can be given on the SIP evaluation.

2019-2020 Committee Members

<u>School Improvement Planning Committee</u>	<u>Parent/Family Engagement Committee</u>
<p>Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p> <p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Gary Marlborough • AP: Lica Graves • Teacher: Kimberly Pechon • Teacher: Caroline Vorenkamp • Parent/Family: Lucinda Roberts • Parent/Family: Kim Deglandon • Parent/Family: Elisee Roberts 	<p>Responsible for the Implementation of the PFE Activities in the SIP</p> <p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Gary Marlborough • Student: Elijah Baumbusch • Teacher: Emily Fowler • Teacher: Kaci Puglia • Parent/Family: Pam Bardin • Parent/Family: Chris Wallace • Parent/Family: Elisee Roberts

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