

**2017-2018
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).

Chahta-Ima Elementary

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
2014/2015 SY Kindergarten has the lowest percentage of At Risk with 74% being at benchmark. 2015/2016 Second Grade has the lowest % at risk with 62% at benchmark. 2016/2017 SY Kindergarten and Third Grades had the lowest percentage of students at risk with 63% at benchmark for both grade levels.	2014/2015 SY Third Grade has the lowest % of students at Benchmark with 20% of students at intensive. 2015/2016 SY First Grade had the lowest percentage of students at benchmark with 36% of them being intensive. 2016/2017 SY Second Grade had the lowest with 30% of students at benchmark.
Although 2012-2014 were the highest CRT Assessment Index scores noted, scores from 2015/2016 to 2016/2017 show an increase from 82.7 to 83.8. It should be noted that from 2015 to 2017 the SPS has consistently increased (6.8 points).	The lowest CRT Assessment Index score from the past years would be the school year 2014/2015 with a score of 77.0.
From 2015/2016 to 2016/2017, ELA scores showed an increase 23.7 points. Note that over the same school years, Third Grade shows a declining trend in suspension rates by 3%.	Both social studies and science scores showed declines. From 2105/2016 science scores declined by 15.5 points and social studies over the same time period declined by 24.8 points.
3rd subclaim strengths indicate the highest ELA subclaim was Knowledge & Use of Language Conventions at 84% proficient, and highest Math subclaim was Major Content at 73% proficient.	The 3rd grade subclaim weaknesses indicated that the lowest ELA subclaim was Written Expression at 60% proficient, and the lowest Math subclaim was Additional & Supporting Content at 63%.
ELA index scores have been the highest compared to other subject areas for 3 of the past 4 years. For the 2016/2017 SY it should be noted that the students scored the highest in the following subclaims, ELA was Knowledge & Use of Language Conventions at 84%, and Math was Major Content at 73%.	The Social Studies index has been the lowest index for 3 of the past 5 years. The ELA subclaim trend weakness is indicated in ELA/Written Expression looking at available data over the last two years regardless of the index scores.
The White subgroup has been the highest performing subgroup in math since 12-13. It should be noted that for the 2016/2017 SY, the Black subgroup posted the highest ELA score of 83.9, which represents an increase 35.9 points from prior year.	The SWD subgroup continues to be the subgroup posting the lowest scores in ELA and Math in all reported years (since 12-13) but posted an increase of 32.9 points in math and 12.9 points in ELA compared to the prior school year.
The Black subgroup showed a substantial improvement for the 2016/2017 SY (ELA 83.9% - showing a growth of 35.9%), and has improved in ELA by 19.6% overall since 13-14.	Students with Disabilities have declined by 20.5% in both ELA and Math overall since 12-13. Other subgroups have also declined overall in Math since 12-13, Whole School declined by 15.2%, Blacks declined by 19.7%, Whites declined by 12.5%, and Economically Disadvantaged declined by 16.0%

Chahta-Ima Elementary

<p>The ED subgroup shows a decreasing trend in the achievement gap in Math and ELA when compared to the White subgroup with the following differences: Math 2013/2014 -13.2% (decrease of 4.6%), ELA 2013/2014 - 9.6% (decrease of 2.4%), 2014/2015 -1.5% (decrease of 8.1%).</p>	<p>Math showed a consecutive increase in the achievement gap for the years 2015/2016 and 2016/2017 in the subgroups of Whole School, Black, and ED subgroups.</p>
<p>In 15-16 SY Whole School Math has increased by 11.9% proficient. From 2015 to 2017 SWD has increased in both subjects, ELA by 12.9% and Math by 32.9% proficient. The Black subgroup showed a substantial increase in ELA percent proficient by 35.9% and in Math an increase of 2.1% from 2015 to 2017.</p>	<p>From 2015 to 2017, the Economically Disadvantaged subgroup showed a decrease of 2.2% in Math.</p>
<p>DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</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> 	
<p>1. K-3 students will increase reading achievement by increasing the percentage of students scoring At or Above Benchmark on DIBELS Next by 15% from Fall 2017 to Spring 2018 as follows:</p> <ul style="list-style-type: none"> K – 62% to 77% 1st – 54% to 69% 2nd – 66% to 81% 3rd – 62% to 77% 	
<p>2. From Spring 2017 to Spring 2018 students in grade 3 will increase the percentage of students achieving Mastery or Above by 10% in the Major Content Subclaim in Math on the LEAP 2025.</p> <ul style="list-style-type: none"> 3rd - 44% to 54% 	
<p>3. From Spring 2017 to Spring to 2018 the students in the subgroup Students with Disabilities for the Whole School will increase their Assessment Index score by at least 15 points from a 55.1 to 70.1 on the LEAP 2025.</p>	

2. PARENT AND FAMILY ENGAGEMENT

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS MEASURE
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • The initial draft of the SIP design, along with its relation to the Data Analysis will be reviewed with parents, community members, principals, school leaders, and staff in November, 2017 during the PFE Title/PTA meetings. The attendants’ input/feedback will be documented, and the SIP will be edited to reflect the input. The final SIP with stakeholder editions will then be reviewed again in December, 2017 or January, 2018 at a monthly Title/PTA Meeting. • Parents will be involved with the SIP implementation process throughout the remainder of the 2017-2018 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 members will understand how they play an intricate role in the implementation process of the SIP. PFE’s will 	<p>Goal(s): Goals: 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: Printing materials/toner for invitations, sign-in sheets, agendas, handouts, feedback forms</p>	<p>Effectiveness Measure: Spring Parent Surveys</p> <hr/> <p>For the SIP Evaluation- DIBELS Next, LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>

Chahta-Ima Elementary

<p>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. Below outlines Title/PTA Meetings and Parent Family Events:</p> <ul style="list-style-type: none"> -NNPS Plan Meeting September '17 -First Semester PFE Planning Meeting, August/September '17 -Writing the Data Analysis, September '17 -Writing the Preliminary SIP Draft, October '17 -SIP Review/Editions Meeting, November '17 -Meeting where Final SIP is shared, January, '18 -Second Semester PFE Planning Meeting, January '18 -Parent/Stakeholder Meeting, February '18 -Review/Revise PFE Compact/Policy, and -Create/Review/Revise PFE Plan 18-19, March '18 -Final SIP 17/18 Evaluation, August '18 -Meet and Greet, 8/9/17 -Pre-K and Kindergarten PFE, 10/24/17 -Second Grade PFE, 10/31/17 -First Grade PFE, 2/6/18 -Math and Literacy Family Learning Night, 3/13/18 -Third Grade Testing Information Meeting, April '18 <ul style="list-style-type: none"> • Parents will be involved in the evaluation of the SIP through monthly Title/PTA Meetings that are held at the end of the 17/18 SY and the beginning of the 18/19 SY. The Parent Plan will be reviewed/revise at this time. 				
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<p>Available data will be reviewed/analyzed in relation to the effectiveness of Title programs/expenditures.</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"> Parents and community stakeholders are included as decision makers through Title/PTA monthly meetings. During these meetings, the Title I SIP and on-going school decisions are the focus of the meetings. Administration attends these meetings to hear stakeholders' suggestions/input regarding school decisions, ensuring that they play a vital role in the school decision making process. Parents/stakeholders are also included in school decision making by being involved in CIE's education process as volunteers/visitors. Parents/community stakeholders know that CIE has an open door policy and welcomes their valued involvement and input. Administration is always visible during the school day and encourages parent input relating to school decision making. Parents and community stakeholders are included as decision makers through feedback/input communication sources. There are feedback forms at every Parent Family Event, on-going school surveys, a Spring Parent Survey, and the school website invites parent/stakeholder feedback. 	<p>Goal(s): Goals: 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: Printing materials/toner for invitations, sign-in sheets, agendas, handouts, feedback forms</p>	<p>Effectiveness Measure: Spring Parent Surveys</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> Title I/PTA Meetings-These meetings include parent/family members, staff members, teachers, community members, students, and administration. The 	<p>Goal(s): Goals: 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: Poly Two-Pocket Folders, Heavy Duty Vinyl Sheet Protectors, and Labels for Pre-K-First Grades. These</p>	<p>Effectiveness Measure: Spring Parent Surveys</p>

Chahta-Ima Elementary

<p>meeting topics include Title I, SIP and its implementation, and schoolwide matters. Stakeholders communicate their input relating to the topics during these meetings and are involved in the decision making as a result of this communication.</p> <ul style="list-style-type: none"> • Parent/Teacher Conferences-Teachers hold parent conferences on an as needed basis to discuss academic/behavioral progress and share helpful strategies to enhance student progress. • Student Weekly Graded Folders, JPAMS, Interim Reports, and Report Cards-Student progress is communicated weekly through JPAMS/Student Progress Center and Weekly Graded Folders. Student Weekly Graded Folders are sent home each week with student graded assessments and/or conduct grades. Web based JPAMS/Student Progress Center for grades Kindergarten - Third also has weekly student assessment information. Additionally, this center reports attendance, behavior/academic grades for the school year. Interim Reports are sent home at the mid-point of each grading quarter (Grades 2nd-3rd, First Nine Weeks, and Grades 1st-3rd, Second Nine Weeks) Report Cards are sent home each nine weeks(Grades Kindergarten –Third). Parent/Family members are required to sign Weekly Graded Folders, Interim Reports, and Report Cards to indicate they have reviewed student progress. Also, parent/teacher conferences may be requested as a result of assessment/student progress reports. • Teacher Weekly Newsletters-Each week, teachers send home a Weekly Newsletter in student Poly Folders or Student Planners to communicate grade level academic curriculum/expectations and important dates relating to assessments and classroom/school events. The newsletters can also be accessed through teacher websites. 		<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>folders are used for daily communication between school/parent family members. Student Planners for Second and Third Grades are used for daily communication between school/parent family members. Printing materials/toner, Postage Stamps to mail school information such as, PFE invitations and assessment reports to PF home addresses</p>	<p>Effectiveness Results:</p>
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Chahta-Ima Elementary

<ul style="list-style-type: none"> • ROBO Calls-Used to communicate important school events. • Monthly Partnership Calendars-Calendar communicate school events such as, PTA Meetings, PBIS Fish Fests, Morning Meetings, Grade Level Field Trips, PFE's...for each month. These are sent home in student poly folders and planners. The Partnership Calendars are also posted on the school website. • <i>Smoke Signals</i>-This is a school newsletter, which communicates school/community news, Title I and academic information, and important dates. This school newsletter comes out each quarter. It is sent home in student poly folders and planners. The newsletter is also posted on the school website. • Student Assistant Team (SAT) meetings-Meetings conducted with the SAT and parent(s) to communicate academic/behavioral concerns and the plan of action to meet student needs. • Parent Family Events-These events are held to communicate academic strategies that target academic achievement goals as outline in the SIP. The parent/family members and students are engaged in the academic strategies in a hands-on manner. Many of the items purchased for the Parent Family Library are used to enhance learning during the PFE's. Additionally, handouts are given out at the PFE's to communicate at home learning extensions that focus on the learning strategies. • Morning Meetings-Morning Meetings are held weekly. Parent/Family and Community Members are always invited. Many topics are communicated at Morning Meetings such as student successes, PBIS rewards, Character Awards, and community/school special events. • Parent Compacts and Parent/Family Handbook- All students and Parent/Family members receive these handouts, which communicate vital school information relating to student progress, assessments, curriculum, 				
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Chahta-Ima Elementary

<p>and student/parent/school expectations. These documents contain a signature verification form.</p> <ul style="list-style-type: none"> • School Website- The school website has a wealth of information, communicating many topics relating to the entire school as well as individual classrooms. The SIP is posted on the website, along with a place for SIP feedback. Additionally, the Pre-K through third grade curriculums are addressed through individual teacher websites. Event calendars and Title I information are also included on the school’s website. 				
<p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> • In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings. 	<p>Goal(s): Goals: 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 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Items Needed: Printing materials/toner for invitations, sign-in sheets, agendas, handouts, feedback forms</p>	<p>Effectiveness Measure: Spring Parent Surveys</p> <hr/> <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 1964</i>) 	<p>Goal(s): Goals: 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: Printing materials/toner</p>	<p>Effectiveness Measure: Spring Parent Surveys</p>

Chahta-Ima Elementary

<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 LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 		<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		Effectiveness Results:
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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.

<p>Parent Family Engagement Activity 1: Meet and Greet Parent Family Event (PFE)- Meet and Greet 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. 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. PF Library materials, such as The Kagan Numbered Heads Together CD is used in PFE's to engage the participants in an interactive, electronic, questionnaire that furthers awareness of the presented material. Kagan Learning structures, such as Numbered Heads Together, are used to engage</p>	Goal(s): Goals: 1, 2, and 3	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed: Printing materials/toner needed for Invitations, Agendas, Sign-In Sheets, Family Handouts, Feedback Sheets Postage Stamps for mailing invitations to Pre-K Families Stipends for staff members for afterschool PFE attendance	Effectiveness Measure: Spring Parent Surveys <hr/> Effectiveness Results:
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Chahta-Ima Elementary

<p>all participants at the events. The Meet Greet is always well attended.</p> <p>Meet and Greet where families receive the following information:</p> <ul style="list-style-type: none"> • Classroom/ School Expectations • Academic/Enrichment Schedules • Overview of Grade Level Curriculum Expectations/Guaranteed Curriculum • Webpage Overview - Location and Use • JPAMS Use • Moodle- On-Line Textbook Information • Helpful Hints/Tools for School and at Home Success • Title 1 Compacts/Paperwork • Parent and Student Handbook • Title I Program Awareness • PTA/Title I Meeting Awareness and Sign-Up Opportunity 			<p>Materials purchased for the PFE Library- Kagan Numbered Heads Together CD and Kagan Learning Structure Posters</p> <p>Cardstock</p>	
<p>Parent Family Engagement Activity 2: Math and Literacy Family Learning Night Parent Family Event-</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 great places like the STEM Lab and eventually, the new computer lab. • PF Library materials, such as The Kagan Numbered Heads Together CD is used in PFE's to engage the participants in an interactive, electronic, questionnaire that furthers awareness of the presented material. Kagan Learning structures, such as Numbered Heads Together, are used to engage all participants at the events. • 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. • The learning night encompasses both Math and ELA concepts from the Guaranteed Curriculum. This is a whole school PFE. 	<p>Goal(s): Goals: 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>Printing materials/toner for invitations, sign-in sheets, agendas, handouts, feedback forms</p> <p>Technology such as computer, projector, speakers needed for presentations</p> <p>Stipends for staff members for afterschool PFE attendance</p> <p>Materials purchased for the PFE Library- Kagan Numbered Heads Together CD and Kagan</p>	<p>Effectiveness Measure: Spring Parent Surveys</p> <hr/> <p>Effectiveness Results:</p>

Chahta-Ima Elementary

			Learning Structure Posters Cardstock	
<p>Parent Family Engagement Activity 3: Individual Grade Level Parent Family Events-</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 joining the students for lunch and recess. • The families and students will engage in Math and ELA curriculum lessons to expose families to grade level expectations/learning outcomes. • PF Library materials, such as The Kagan Numbered Heads Together CD is used in PFE's to engage the participants in an interactive, electronic, questionnaire that furthers awareness of the presented material. Kagan Learning structures, such as Numbered Heads Together, are used to engage all participants at the events. • The First Grade students create published books with their own writing/illustrations that are shared with the participants at the PFE. The participants engage in both ELA/Math concepts that are encompassed through the student made books. • Handouts outlining home learning extensions are also provided. 	<p>Goal(s): Goals: 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"/> Other	<p>Items Needed: Printing materials/toner for invitations, sign-in sheets, agendas, handouts, feedback forms</p> <p>Purchased Items for the PFE Library</p> <p>BARE Books and Permanent Markers for First Grade</p> <p>Cardstock</p>	<p>Effectiveness Measure: Spring Parent Surveys</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:

Chahta-Ima Elementary

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

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Guaranteed Curriculum –Teachers follow the STPSB Guaranteed Curriculum (GC) to guide instruction and implement best practices. CIE’s school-wide Professional Growth Plan’s (PGP) focus is implementing the Guaranteed Curriculum with fidelity. • 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. • Guided Reading –Instructional Coach Sharon Becnel hosts professional development for teachers to ensure guided reading best practices are being implemented beginning in Kindergarten. • RAPS (Restate, Answer, Prove, Sum) Used in first through third grades for evidenced based writing. • CSR Teacher –Second grade teacher, Ginny Guillory is a Class Size Reduction Teacher. This position is federally funded to lower the teacher/pupil ratio to enhance student success. • Tutoring -Non-certified Instructional Aides (Helping Hands) are utilized across all grade levels, working with the students 	<p>Goal(s): Goals: 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 checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Salary and benefits for substitutes to allow teachers to attend PLC meeting</p> <p>Salary and benefits for Instructional Coach, Sharon Becnel</p> <p>Salary and benefits for Title 1 Certificated and Non-Certificated Instructional Aides</p> <p>Salary and benefits for Reading Interventionist, Katie Nesser</p> <p>Salary and benefits for CSR Teacher</p>	<p>Effectiveness Measure: DIBELS LEAP 2025 Scores</p> <hr/> <p>Effectiveness Results:</p>

Chahta-Ima Elementary

<p>five days a week, four hours each day. The Helping Hands push-in to the classrooms during CORE instruction to work with students. They facilitate students who are not receiving BURST instruction while the classroom teacher is administering BURST lessons, assist students during stations/small group instruction to enhance student engagement, understanding, and task completion.</p> <p>*Michelle Brown (HH 1) –Non-Certificated Tutor in K-2nd Grades- She visits a Kindergarten classroom for 2.5 hours, a Second Grade classroom for 30 min., and a First Grade classroom for 45 minutes, 5 days a week.</p> <p>*Wendy Fulks (HH2) –Non-Certificated Tutor in K-1st Grades- She visits a Kindergarten classroom for 2 hours and 45 min. and a First Grade classroom for an hour and fifteen minutes, 5 days a week.</p> <p>*Jessica DeGlandon (HH3) –Non-Certificated Tutor in K-1st She visits a Kindergarten classroom 2 hours and 15 min. and a First Grade classroom 1 hour and 45 minutes, 5 days a week.</p> <p>*Hillary Qadir –Non-Certificated Tutor in 1st and 3rd Grades She visits a First Grade classroom for 3 hours and 15 minutes and 45 minutes in a Third Grade classroom, 5 days week.</p> <p>The schedule varies according to student availability/day of the week, however, the Helping Hands work with students in the classroom the entire time, they are on campus.</p>			<p>Technology for classrooms to maximize instruction- EPSON DC-21 Document Camera 12 @ \$483 = \$5796.00, Epson BrightLink 685wi interactive projector w/install 12 @ \$1,976.30 = \$23,715.60, 5 Projector Lamps (Megaplex/V13H010L67) @ \$57.00 each totaling \$285.00, 5 Projector Replacement Lamps (DT01021) @ \$67.00 each totaling \$335.00, Assorted Toner Totaling \$5782.39</p>	
<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. 	<p>Goal(s): Goals: 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</p>	<p>Items Needed: Printing materials/toner Technology</p>	<p>Effectiveness Measure: DIBELS LEAP 2025 Scores</p>

Chahta-Ima Elementary

<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, Mid-Year, Mastery-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, April 30th-May 4th. 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. • BURST Progress Monitoring Reports-The BURST intervention is progress monitored every nine days of the ten day cycle. The data is analyzed by the Reading Interventionist, Administration, and teachers. Student progress is aligned with DIBELS. The BURST reports determine BURST groupings and targeted interventions. • EAGLE-LEAP 2025 aligned assessments for ELA/Math. Analyzed by Susan Weilbaecher, Non-Certificated Instructional Aide, Administration, and teachers to drive instruction. • 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. 		<input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
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Chahta-Ima Elementary

<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, and Mastery. Teachers and Administration analyze this data to drive instruction and determine student goals. • ReadWorks – ReadWorks is program that is used in conjunction with the Guaranteed Curriculum. Non-fiction Reading Assessments that are aligned with the curriculum can be accessed through this program. Teachers analyze the data to drive instruction. • My Virtual Reading Coach Progress Reports-Students who get this intervention are assessed as they advance through the program. These assessment reports guide teacher instruction/interventions. Teachers analyze the data to make these determinations. 				
<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 Next • Student weekly assessments/observations done by teacher/staff • Student Learning Targets (SLT) Data • Unit Pre-Post Assessments • Interim Reports/Report Cards <p>Katie Nesser, 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</p>	<p>Goal(s): Goals 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: Salary and benefits for Reading Interventionist Katherine Nesser</p> <p>Salary and benefits for MHP's and School Counselor</p>	<p>Effectiveness Measure: DIBELS LEAP 2025 Scores</p> <hr/> <p>Effectiveness Results:</p>

Chahta-Ima Elementary

<p>remain in BURST or be put into another intervention such as Project Read or FastForward. Additionally, the SAT determines what interventions will be used based on a multitude of student data, as listed above.</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 Next reading assessment are enrolled in a reading intervention program(s) coordinated by the Reading Interventionist, Katherine Nesser. BURST, Project Read, FastForward, My Virtual Reading Coach, Fountas & Pinnell (LLI) are the interventions used to improve reading. • These interventions are done for 30 minutes daily, 4 days a week. FastForward is done for 45 minutes daily, 5 days a week. • Tutors, Peggy Morvant (Certificated Tutor for BURST Program) Holly Blair (Non-Certificated Tutor for BURST Program), and Susan Weilbaecher (Non-Certificated Instructional Aide) assist Katherine Nesser (Reading Interventionist) with this process. <ul style="list-style-type: none"> -Susan Weilbaecher works with both second and third grade students, who are getting the intervention FastForward. They get this intervention five times each week for 45 minutes each day. Susan also works with all third grade students, administering EAGLE assessments and tutoring them, focusing on third grade standards. She works twenty hours/week. -Peggy Morvant works with students in Kindergarten-third grades. These students are getting BURST as an intervention. Students receive BURST 30 minutes/day, four days/week. She pushes in to classrooms when servicing most 	<p>Goal(s): Goals 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> <ul style="list-style-type: none"> -BURST Licenses -BURST Kits -Project Read and Fountas & Pinell materials -Printing materials/toner for reports/copied materials -Technology to run/operate intervention programs (computers with FastForward access, iPads for BURST, computers to access MVRC) -Salary and benefits for Reading Interventionist, Katherine Nesser -Salary and benefits for Title 1 Instructional Aides Morvant, Blair, and Weilbaecher -Salary and benefits for MHP's, Christine Tschannen and Elizabeth Hooter 	<p>Effectiveness Measure: DIBELS LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>

Chahta-Ima Elementary

<p>groups of students, but does pull-out some select groups to maximize the intervention time. Peggy works with students the entire time she is at school, as she is part-time, working twenty hours/week.</p> <p>-Holly Blair is working directly with Katie Nesser, servicing students in grades Kindergarten-second. She pushes-in to classrooms. Holly is working with students who get BURST as an intervention, four times/ week, 30 minutes/day. She works part-time, 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. • All students who fall below benchmark receive some type of intervention, including Students With Disabilities (SWD). • Students who struggle behaviorally may be referred to a school Mental Health Care Provider (MHP), Christine Tschannen and Elizabeth Hooter. They see the MHP based on the level of student need. The MHP will work with students, creating individualized interventions. MHP's will track/analyze student data relating to academic progress and behavioral incidents to determine the effectiveness of interventions. The interventions will be adjusted accordingly. • 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 				
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Chahta-Ima Elementary

<p>PBIS Team for effectiveness and the interventions are adjusted accordingly.</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"> • Student Assistance Team (SAT) • When a student is not successful with already in-place intervention(s) academically/behaviorally, the student is brought to the Student Assistance Team (SAT Chair, Kimberly Pechon, SAT Coordinator, Nancy Blake, Principal, Gary Marlborough, PAS Representative, Melissa Holincheck, and 504 Chair, Te'Quina Jones.) • 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. • Interventionist, Katherine Nesser collaborates regularly with SAT to assist in 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. 	<p>Goal(s): Goals 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 checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> -Printing materials/toner for reports/copied materials -File Folders -BURST Licenses -BURST Kits -Project Read and Fountas and Pinnell materials -Technology to run/operate intervention programs -Reading Interventionist Katherine Nesser -Salary and benefits for MHP's and School Counselor -Stipends for SAT Chair/504 Coordinator 	<p>Effectiveness Measure: DIBELS LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>

Chahta-Ima Elementary

<p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. 	<p>Goal(s): Goals 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 checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: DIBELS ELDA LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>
<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> Co-Teaching (Special Ed Teachers and Regular Ed Teachers) in grades Pre-K - 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 a variety of modalities and individualized activities. Both teachers work together to create curriculum based assessments to assess mastery. Instructional Aide, Susan Weilbaecher works collaboratively with the third grade teachers to administer and then analyze EAGLE data and adjust instruction accordingly. Susan also tutors students in third grade according to the results of EAGLE and the curriculum. The teachers and Susan work hand-in-hand to plan and analyze tutoring sessions. Instructional Aide, Susan Weilbaecher is paired with third grade teacher, Erica Wahlen. They work together collaboratively using EAGLE data to drive instruction and tutoring sessions. 	<p>Goal(s): Goals 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 checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> -Printing materials/toner for reports/copied materials -Salary and Benefits for Title 1 Instructional Aides Morvant, Blair, and Weilbaecher, Brown, Fulks, DeGlandon, and Qadir -BURST Licenses -BURST Kits -Technology to run/operate intervention programs (computers with FastForward access, iPads for BURST, computers to access MVRC) 	<p>Effectiveness Measure: DIBELS LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>

Chahta-Ima Elementary

<ul style="list-style-type: none"> • The English Student Learner (ESL) Instructional Aide works collaboratively with ESL students and the student’s teachers two times weekly to target student needs. • The Reading Interventionist and BURST 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. • The non-certified instructional aides, Michelle Brown, Wendy Fulks, Jessica DeGlandon, and Hillary Qadir help to better meet the needs of students in a variety of ways. First of all, when these aides are pushed into the classroom, they lower pupil/teacher ratio. Additionally, Instructional Coach, Sharon Becnel, Reading Interventionist Katie Nesser and the teachers all work collaboratively with the non-certified instructional aides to maximize effective tutoring and student learning. • Community Partners work collaboratively with teachers and the Reading Interventionist to participate in student tutoring and mentoring support programs done during the school day. • First Grade Tutoring Program- 8- 10 first grade students have assigned community tutors/mentors who work with the students twice weekly. Items from the PF Library are used by the tutors to enhance learning. • 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 tutor/mentor some of the third grade students based on collaborative support from the third grade teachers to address the needs of these students. • A retired parish ESL instructional aide now works as a volunteer. She collaborates with the teachers to develop a tutoring program for ESL students. The volunteer comes 			<p>-Salary and Benefits for Reading Interventionist, Katherine Nesser</p>	
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Chahta-Ima Elementary

<p>twice weekly and works with students who are in need of further assistance.</p>				
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> Field Trips- Grades Kindergarten – Third take one Title I Field Trip each school year. The field trips’ activities/focuses are aligned with the grade level’s Guaranteed Curriculum learning standards. Because the field trips are Title I funded, all students can attend. Also, more families are able to chaperone and participate in the learning experience with the children because they can afford to attend the field trip since their child’s expense is funded by Title. These are the Title I funded Field Trips being taken this year: -Third Grade Field Trip to Mile Branch Settlement in Franklinton, LA -Second Grade Field Trip to Audubon Nature Center in New Orleans East, LA -Kindergarten Field Trip to the Discovery Center in Hammond, LA -First Grade Field Trip to Liuzza Land in Independence, LA KIT Tutoring – Students who are identified as KIT students, who are struggling academically at the end of any 9 Week Period, having an N/U or D/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. 	<p>Goal(s): Goals 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 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Items Needed: Bus Driver salaries and benefits, cost of field trip venue KIT tutor salary and benefits ESY Personnel salaries and benefits</p>	<p>Effectiveness Measure: DIBELS LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>

Chahta-Ima Elementary

<i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:</i>				
Mental Health Provider Services: <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a Mental Health Provider (MHP) will work with students <u>19</u> hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. 	Goal(s): Goals 1, 2, and 3.	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed:	Effectiveness Measure: MHP Data Collection Evaluation Sheet
				Effectiveness Results:
<i>Implementation of a schoolwide tiered model to prevent and address problem behavior:</i>				
Strategies Used to Prevent and Address Problem Behavior: <ul style="list-style-type: none"> Positive Behavior Interventions and Support (PBIS) is a parish wide positive discipline program, which encompass the FISH philosophy. Additionally, at CIE, CHAMPS is done in conjunction with PBIS. 	Goal(s): Goals 1, 2, and 3.	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II	Items Needed:	Effectiveness Measure: DIBELS LEAP 2025 MHP Data Collection Sheet

Chahta-Ima Elementary

<ul style="list-style-type: none"> 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"> -Parents/families are invited to monthly PBIS Fish Fests -Monthly Character Awards -“Be There Bucks”-These are awarded to students for making good choices, following the schoolwide behavior plan based on the FISH Philosophy. Students can enter their “Be There Bucks” in a weekly drawing for prizes and attend Fish Fest and other PBIS functions. -Weekly Morning Meetings to give PBIS rewards -Goldfish Club to recognize outstanding students -Recess Reflections-When students get Recess Reflections, they are a result of actions that necessitate reflecting/counseling to guide the students in making more appropriate choices. -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. 		<input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Strategies for Assisting Students in the Transition from One School to the Next:</p>				
<p>Transition Activities for Incoming and Outgoing Students: Incoming Transferring Students-</p> <ul style="list-style-type: none"> As new students come to Chahta-Ima they will receive an invitation to participate in a “Welcome Walk”. Students will meet with other new students and get a tour of the school. They will also have a question/answer orientation 	<p>Goal(s): Goals 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</p>	<p>Items Needed: Printing materials/toner for invitations, sign-in sheets, agendas, handouts, feedback forms</p>	<p>Effectiveness Measure: DIBELS LEAP 2025</p>

Chahta-Ima Elementary

<p>type session. The school counselor will lead these sessions. Students in the PBIS Goldfish Club will also be a part of the “Welcome Walk.”</p> <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 easy 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"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
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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"> • PLCs (Professional Learning Communities) –Professional development meetings are held bi-monthly, across all grade levels, facilitated by the Instructional Coach. The PLC topics are based on the SIP and teachers’ PGP’s. • These will take place bimonthly and are ninety minutes for each grade level. Pre-K and Kindergarten are combined together. • The focus of the PLC’s is to develop strategies to meet the goals of the SIP and to “dig deeper” into the Guaranteed Curriculum to insure that teacher planning/instruction is aligned with the curriculum/standards. • Teachers will also work together collaboratively in PLC’s to develop assessments that are aligned with Guaranteed 	<p>Goal(s): Goals 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"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> -Salary and benefits for Instructional Coach, Sharon Becnel. -Salary and benefits for substitutes to allow teachers to attend PLC meeting -Printing materials/toner for necessary resources needed for PD -Student Computer Lab may be used for some PLC’s/Professional 	<p>Effectiveness Measure: DIBELS LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>
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Chahta-Ima Elementary

<p>Curriculum and standards, along with analyze data and adjust instruction/assessments in response to the analysis.</p> <ul style="list-style-type: none"> Both Sharon Becnel and Katie Nesser will push-in to classrooms to help with teacher instruction and intervention/curriculum implementation. PLC topics will then address the observations/results of the push-in instruction sessions. 			<p>Developments to improve student performance</p>	
<p>Other Professional Development:</p> <ul style="list-style-type: none"> District Curriculum Specialists (Math, ELA, and Social Studies) conduct professional developments for all teachers at CIE. The professional developments allow teachers to explore/understand the Guaranteed Curriculum. The teachers gain an increased knowledge of the Guaranteed Curriculum and how to most effectively use it to promote optimal instruction/student learning outcomes. The professional development helps teachers to understand how the Guaranteed Curriculum is aligned with standardized assessments. Deanne B. Riviere, Early Childhood Development Specialist hosts a variety of professional development sessions with the Pre-K staff to maximize best practices and student growth. Teacher Website Training presented by Lucille Landry District Behavior Specialists present professional development sessions on behavior Professional Developments provided by STPSS through Go Sign Me Up (GSMU) 	<p>Goal(s): Goals 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> <ul style="list-style-type: none"> -Salary and benefits for Instructional Coach, Sharon Becnel. -Salary and benefits for substitutes to allow teachers to attend professional development meetings -Printing materials/toner for necessary resources needed for PD -Student Computer Lab may be used for some PLC's/Professional Developments to improve student performance 	<p>Effectiveness Measure: DIBELS LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>

Chahta-Ima Elementary

<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. • Teacher openings are advertised through the district website. • District leaders attend local college and university teacher recruitment fairs in the fall and spring. • The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites. • Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. • Placement of Student Teachers from local universities • The STAR (Students Teaching And Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools. • District Human Resources Coordinator serves as a speaker on college campuses for different education courses. • District Human Resources Coordinator serves on various College of Education department committees at local universities. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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: DIBELS LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>
<p align="center"><i>Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:</i></p>				
<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • N/A 	<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 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p>

Chahta-Ima Elementary

		<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		Effectiveness Results:
Coursework to Earn Post-Secondary Credit: <ul style="list-style-type: none"> N/A 	Goal(s):	Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed:	Effectiveness Measure:
				Effectiveness Results:
<i>Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:</i>				
McKinney Vento: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> All students whose income qualifies them for free/reduced meals participate in the federal food service program. Special Education: <ul style="list-style-type: none"> Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding. English as a Second Language (ESL): <ul style="list-style-type: none"> Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds. 21st Century Programs: <ul style="list-style-type: none"> Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer. 				

Chahta-Ima Elementary

Headstart Preschool Programs:

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

4. Regular Monitoring and SIP Revision

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

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

- Since that which is outlined in the SIP is the main focus, the “driving force” of Chahta-Ima, everyone- faculty members, family members, students, community partners, are all essentially a part of the SIP Committee.
- Within the school year there are specific meetings, many that occur monthly, in which aspects of the SIP are addressed. There are monthly grade level, faculty, PLC, and Title/PTA meetings, which are all used to address the focus of our school - the SIP.
- Just as the school year evolves, so do the implemented programs that are outlined in the SIP. Changes to implemented programs are continually taking place, so to result in a greater level of effectiveness based on collaborative data analysis/input from the stakeholders.
- By having a multitude of monthly meetings with different stakeholders in attendance in which the SIP is discussed, the living document is adjusted as needed to ensure optimal effectiveness.

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

- Data is collected on a daily basis. Whether the data collected is a simple checklist that is formative in nature or the Spring 2018 LEAP 2025 results, data is continually used to gage student learning.
- Data is also continually being analyzed, and based on this analysis, necessary adjustments are being made to increase student learning.
- A multitude of data is used to monitor programs outlined in the SIP and to increase student learning.
 - DIBELS Data → BURST, Project Read, FastForward, Fountas and Pinnell (LLI), My Reading Coach and My Virtual Reading Coach, Guided Reading Groups
 - Behavior Data → PBIS Programs, Goldfish Club, TRIBE Check-In/Check-Out, SAT- FBA/ BIP
 - DIBELS,EAGLE, SLT, Weekly/Quarterly Grades, BURST Progress Monitoring → PLC’s, SAT, Additional Academic Support from programs with Certificated/Non-Certificated Instructional Aides, Community Partner Based Programs, Gifted/Talented Program
- Parent Surveys → PFE’s, PTA/Title Program
- ELDA Data → ESL Program/Support

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

Chahta-Ima Elementary

- As a part of the school wide PGP, it states that research based assessments will be analyzed and instruction will be adjusted accordingly using lessons/activities found on the Guaranteed Curriculum that are aligned with the standards and also that instruction/assessments will be adjusted in response to student progress.
- During PLC's, data such as DIBELS, SLT's, teacher created assessments that are aligned with the GC are analyzed/discussed in relation to instruction/student groupings/interventions.
- Student placement/class make-ups such as co-teaching populations, instructional aid placements, CSR class, BURST/intervention groupings, community tutoring pairing, and other student groupings are based on data analysis.
- Professional developments to create assessments, which are aligned with the GC are conducted with teachers.
- Teachers work together collaboratively to analyze data, score written work using the LEAP 2025 writing rubric, progress monitor interventions and group students based on the results, and develop assessments aligned with the GC.
- Instructional Aide, Susan Weilbaecher, uses EAGLE assessments to gage third grade student performance. This data is shared with the third grade teachers and instruction is adjusted according to these results.
- Third grade students rotate among teachers during "Switcharoos" so that teachers are teaching their strongest subject area based on data. Students get optimal instruction in Math/ELA/Science/Social Studies as a result of this arrangement.

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

Stakeholders are continually able to access assessment reports through a multitude of ways and in a multitude of formats.

- School Performance Score Report
- Data Analysis → DIBELS Trend Data- BOY-EOY for Grades Kindergarten-Third, LEAP 2025/Third Grade Trend Data
- BOY/MOY and EOY Individual DIBELS Reports
- BURST Reports if applicable
- Interim Reports
- Quarterly Reports- Report Cards
- Student Progress Reports if applicable
- Weekly Grades→ jPAMS, Weekly Folders

DISTRICT ASSURANCES

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

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

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

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

Superintendent Signature

Date

Principal Signature

Date

Chairperson, School Improvement Team Signature

Date