

**2017-2018  
SCHOOL IMPROVEMENT PLAN**

**Brock Elementary**



**St. Tammany Parish Public Schools**

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

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**1. COMPREHENSIVE NEEDS ASSESSMENT**

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

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
Kindergarten decreased at least 10% At Risk and increased in Benchmark.	2nd grade increased at least 8% in At Risk
81.0 CRT Assessment Index increased from 2012-2017 from 72.2 to 81.0 by 11pts. in the last 5 years	For the 2012-13 year, the CRT Assessment Index measured at 72.2.
Over the past two years, ELA CRT Index Score has increased: (3rd grade increased by 9.2 points, 4th grade increased by 16.3 points, and 5th grade increased by 2.9 points)	Over the past two years, Social Studies CRT Index Score decreased by 11.7 points in 4th grade.
Strength in Math was in the subclaim of Major Content in 3rd grade (77% proficient)	ELA weakness subclaim for 5th grade is Written Expression and Explain Mathematical Reasoning for 5th grade.
The potential subject area strength is ELA with the subclaim of Informational Text at 60% proficiency in 4th grade, 5th grade is 49% proficiency.	The potential subject weakness is math with subclaim being Major Content and Mathematical Reasoning
Whites and LEP subgroups displayed strengths in Math (85%) during the past two years	Student with Disabilities was lowest percent proficiency in ELA (25%) and Math (25%).
The subgroup, Students with Disabilities, has increased (7%) over the past three years in Math.	The subgroup LEP has declined by (60%) over the past three years in Math.
Students with Disabilities in ELA has had an achievement gap that shows a declining trend over the past two years.	Subgroup Black in ELA has had an achievement gap that shows an increase in trend over the past two consecutive years.
White students displayed strengths in ELA and Math across a 2-3 year trend.	Students with Disabilities in ELA displayed a weakness within a 2-3 year trend.
<b>DATA SOURCES:</b> School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math 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	

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**GOALS**

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

1. 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students will increase their Social Studies CRT index scores by 5% from Spring 2017 to Spring 2018. Third grade will increase from 79.0 to 84.0, 4<sup>th</sup> grade will increase from 52.7 to 57.7, and 5<sup>th</sup> grade will increase by 46.1 to 51.1.
2. K- 3<sup>rd</sup> grade students will increase reading achievement by increasing the percentage of students scoring At or Above benchmark on DIBELS NEXT at least by 10% in At Risk from Fall 2017 to Spring 2018. Kindergarten will increase 72% to 82%, 1<sup>st</sup> grade will increase 63% to 73%, 2<sup>nd</sup> grade will increase 51%- 61%, and 3<sup>rd</sup> grade will increase 59% to 69%.
3. 4<sup>th</sup> and 5<sup>th</sup> will increase by 10% benchmark or above in Written Expression- 4<sup>th</sup> grade will increase from 48%-58%, and 5<sup>th</sup> grade will increase from 27%-37% from Spring 2017- Spring 2018 using LEAP 2025
4. From Spring 2017 to Spring 2018 the students in the subgroup Students with Disabilities for the Whole School will increase their Assessment Index score by at least 5 points from a 44.0 to a 49.0 on the LEAP 2025 assessment.
5. From Spring 2017 to Spring 2018, 4<sup>th</sup> and 5<sup>th</sup> grade students will increase their Assessment Index by at least 10 percent – 4<sup>th</sup> grade will increase from 85.8 % to 95.8% and 5<sup>th</sup> grade will increase from 63.3% to 73.3 %.

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**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><b>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</b></p> <p><b>Design:</b></p> <ul style="list-style-type: none"> <li>• During Open House and K-5th grade Parent Breakfasts- review of 2016-17 SIP Evaluation with all stakeholders and discuss improvements for the 2017-18 school year.</li> <li>• January 2018- opportunity for parents to view SIP and offer feedback</li> <li>• August 2017-May 2018- ongoing feedback of SIP, monthly parental involvement events and SIP committee meetings</li> <li>• November 1, 2017- SIP meeting and writing at the Ed. Center</li> <li>• November 27, 2017 SIP committee meeting and plan PFE events</li> <li>• Review, Revise/ Edit SIP</li> <li>• March 2018 – Spring Parent Survey distributed to all parents and posted on school website</li> <li>• April 2018 – SIP Evaluation Meeting at the Ed. Center</li> <li>• April 2018- Parental Involvement Committee reviews Spring Parent Survey Results at monthly meeting</li> <li>• May 2018- SIP evaluation meeting at Brock with all stakeholders</li> </ul> <p>Parents will be involved in the Evaluation of school-wide programs by completing a ticket out the door evaluations at the conclusion of sessions The results will be presented to them at Open House 2017-18 and grade level Parent Breakfasts</p>	<p><b>Goal(s):</b> 1, 2,3 ,4,5</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Parent surveys</p> <hr/> <p><b>Effectiveness Results:</b> Spring 2018- This will be completed at the end of the year when state scores arrive</p>

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<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• Parents and community stakeholders are encouraged to join PTA at Meet and Greet and Open House among other various PFE events.</li> <li>• Parent and Teacher conferences, mandated by every teacher, as needed to inform parents of classroom policies and procedures to make decisions related to students' individual academic and/or behavioral goals.</li> <li>• SAT chairperson, Chandra Rowan-Adams arrange SAT meetings twice a month to allow parents, teachers, and other committee members to make decisions for students in need of assistance.</li> <li>• Parent representative, Cher Simmons and members of the PBIS committee member collaborate in regards to behavior analysis and incentives.</li> <li>• PTA meetings allow parents, administration, and faculty to meet and collaborate on upcoming events, fundraisers, and needs of the school.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Paper, agenda, cardstock, sign-in sheets</p>	<p><b>Effectiveness Measure:</b> 2018 Spring Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>• <i>Required Weekly Newsletters – parents will be informed about upcoming events, weekly curriculum such as vocabulary, literacy tasks, math standards.</i></li> <li>• <i>ROBO calls at least once monthly- awareness of upcoming school events</i></li> <li>• <i>Student Progress Center- Parents can check and monitor students' progress online</i></li> <li>• <i>School Marquis- Display information regarding upcoming school events and announcements</i></li> <li>• <i>Open House and Parents' Breakfast-discussion of Title I funds summary, Guidance Counselor discuss counseling services offered to student population, Asst. Principal discuss discipline and school's overall goal of how to alleviate discipline issues, and Principal promote the</i></li> </ul>	<p><b>Goal(s):</b> 1,2, 3, and 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Data, paper to send home notifications, computers, and parent conference forms</p> <p>NNPS Subscription</p>	<p><b>Effectiveness Measure:</b> 2018 Spring Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><i>importance of parental support as a catalyst for students' academic success as a whole.</i></p> <ul style="list-style-type: none"> <li>• <b>NNPS- resource guide offering exemplars of ideas and suggestions of effective avenues to communicate with parents</b></li> <li>• <b>Parental Conferences, progress reports, Report Cards, Family Literacy and Math Nights- will be used to inform parents of curriculum assessments and proficiency levels students are expected to meet</b></li> </ul>				
<p><b>LA Act 436 Requirements:</b></p> <ul style="list-style-type: none"> <li>• In compliance with LA Act 436, at least three meetings held during the school year to provide parents with information on how to access the curriculum. This information is available during school Open House events, PTA meetings, and other parent orientation meetings.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Paper, Ink/Toner</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>• Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, <b>to the extent practicable.</b> (<i>Title VI of the Civil Rights Act of 1964</i>)</li> <li>• Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference can be arrange with a certified translator.</li> <li>• Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms;</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, and 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Native language communication letters sent home to Non-English parents, district translator</p>	<p><b>Effectiveness Measure:</b> Spring 2018 Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p>Testing Information; Registration Documents; Home Language Survey, etc.</p> <ul style="list-style-type: none"> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc.</li> </ul>				
<p><b><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.</i></b></p>				
<p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>Open House –Faculty and staff meet with parents in the gymnasium first. Ms. Smith, the principal introduce faculty and staff to the parents. Once teachers are dismissed to their classroom, Chandra Adams, our Technology Resource Teacher speaks to the parents concerning how Title I funds are used. Ms. Katschorsis, our asst. principal, informs parents about classroom policies and procedures, discipline policies, Brock's instructional programs, Student Progress Center, and upcoming details concerning testing dates and effective testing strategies to assist their child at home- August 2017</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Card Stock, laminating film, agendas, postage, paper, and index cards, toner and ink cartridges</p>	<p><b>Effectiveness Measure:</b> Spring 2018 Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>Family Literacy Night- teachers will share examples of proficient writing at each grade level and model to parents how to assist their child in achieving this proficiency compared to the LEAP 2025 writing rubric.</li> </ul>	<p><b>Goal(s):</b> 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> Card stock, paper, laminating film, ink/toner, posters, and agenda</p>	<p><b>Effectiveness Measure:</b> Spring Parent Survey 2018</p>

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		<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		<b>Effectiveness Results:</b>
<b>Parent Family Engagement Activity 3:</b> <ul style="list-style-type: none"> <li>• Donuts with Dads parental involvement activity is to increase parental involvement, one on one interactive literary activities between parent and child.</li> <li>• Students will collaborate with parents to write a friendly letter to an author of a book that they select.</li> <li>• Students will use questions to guide them with interviewing their parent about when they were growing up as a child.</li> </ul>	<b>Goal(s):</b> 2 and 3	<b>Budgets</b> 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 checked="" type="checkbox"/> Other	<b>Items Needed:</b> Card stock, paper, ink/ toner pencils, books, literacy activities (Book Talk, parent interview, and narrative writing)	<b>Effectiveness Measure:</b> Spring 2018 Parent Survey  <hr/> <b>Effectiveness Results:</b>

**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.)*



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SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Use of Helping Hands to assist with at-risk students on a daily basis with Guided Reading groups, Achieve3000, and curriculum. The Helping Hands spend 30-45min in selected classrooms, five days a week.</li> <li>• Sped. Paraprofessional, Gail Teano and Cathy Orr utilized to perform small group instruction inside the Sped. classroom</li> <li>• Guidebook 2.0- (3<sup>rd</sup> grade implementing 2 nine weeks), 4<sup>th</sup> grade 2<sup>nd</sup> nine weeks 40 days 60-70 minutes a day, 5 days a week, 5<sup>th</sup> grade 42 days in 2<sup>nd</sup> nine weeks 60-70 minutes a day, 5 days a week and 3<sup>rd</sup> nine weeks for 43 days, 60-70 minutes a day, 5 days a week.</li> <li>• Achieve3000 is used with all 4<sup>th</sup> and 5<sup>th</sup> grade students including Special Ed. 4<sup>th</sup> and 5<sup>th</sup> graders for at least 45 minutes a day, three times a week to track, monitor, and increase students' Lexile scores by using articles that are aligned with Guide Book 2.0 and The Guaranteed Curriculum- this program is used both as part of core instruction and as an intervention.</li> <li>• SPED. Teacher, Mrs. Holliday collaboratively plan and co-teach Guide Book 2.0 with our two reg. ed. 5<sup>th</sup> grade teachers, Mrs. Vick and Mrs. Gammon</li> <li>• Guided Reading, promoted with "Flying Start to Literacy." Implemented 30 minutes a day, 5 days a week. The goal is to increase vocabulary usage, comprehension, and fluency, which would have a direct impact on our at-risk students, by increasing their benchmark DIBELS scores. Two Helping Hands are utilized to provide instruction for thirty minutes, five days a week, as well as, the classroom teachers.</li> <li>• Guaranteed Curriculum- students' growth measured through weekly assessments and the effective</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4,5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Reflex Math, BURST, Achieve3000, Guaranteed Curriculum, Guide books 2.0, computers, Toner/ Ink, Chart paper, and Flying Start to Literacy Program</p>	<p><b>Effectiveness Measure:</b> Achieve3000 Lexile Reports DORF scores LEAP 2025 scores DIBELS scores</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p>implementation of standards and resources aligned with the curriculum.</p> <ul style="list-style-type: none"> <li>• Math Problem Solving Strategies-</li> <li>• 4<sup>th</sup> and 5<sup>th</sup> grade SPED. Students utilize Reflex Math as an intervention in the resource room for 30 minutes, 5 days a week.</li> </ul>				
<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• EAGLE- All students including our students with disabilities are exposed to test bank questions related to skills and standards based from the Guaranteed Curriculum</li> <li>• DIBELS ( Dynamic Indicators of Basic Early Literacy Skills)- assessment that measures reading achievement used to identify students that are at-risk</li> <li>• Common grade level weekly assessments including modified assessments for our students with disabilities accompanied to PLC meetings to discuss student results and plan for future explicit instruction that will target selected areas of weaknesses by using research based interventions</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Paper, computers, headphones, ink/toner, tablets, BURST kits DIBELS licenses</p>	<p><b>Effectiveness Measure:</b> Spring 2018 Survey Results</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• 4<sup>th</sup> and 5<sup>th</sup> grade students who are not proficient on LEAP 2025 tests and/or academic classroom performance through weekly assessments and report card grades are further assessed and placed into interventions</li> <li>• K-3 grade students who score below or well below benchmark on DIBELS placed into intervention groups.</li> <li>• Interventionist, Tracy O'Donnell assists with administering screening and progress monitoring assessments -DIBELS and BURST assessments. In addition, Mrs. O'Donnell meet with teachers bi-monthly during professional development meetings to review data and determine appropriate interventions and instructional support, work with student groups by providing instruction targeted to their identified</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> The Flying Start to Literacy materials , DIBELS materials, and progress monitoring spreadsheets</p>	<p><b>Effectiveness Measure:</b> LEAP 2025 test scores DIBELS scores Achieve 3000 Lexile Reports</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p>needs, gather data, compile information and prepare reports to share with administration and instructional staff.</p>				
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• BURST – Reading intervention program for K-3<sup>rd</sup> grade students – Interventions are provided by two certified tutors, all classroom teachers, and Title I interventionist. This is done thirty minutes a day five days a week</li> <li>• Achieve 3000 articles have been linked to Social Studies standards. 4<sup>th</sup> and 5<sup>th</sup> grade students are assigned 2-3 articles a week- this program is used both as part of core instruction and as an intervention.</li> <li>• Title I Literacy Interventionist, Tracy O’Donnell does Rewards that targets fluency, comprehension, and vocabulary interventions. The intervention conducted with fourth and fifth graders, 5 days a week, 30 minutes a day.</li> <li>• SRA, a reading intervention program for at risk learners, which targets word recognition, fluency, and comprehension. Implemented with fourth and fifth grade students with disabilities and facilitated by our Special Ed. Teacher, Mrs. Holliday and Title I Para, Cathy Orr. Fourth and fifth grade regular education students SRA interventions facilitated by our Title I tutors, Dr. Scott and Ms. Lott 5 days a week, 30 minutes a day.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Computers, IPADs, Achieve 3000 Lexile reports, ink/ Toner, BURST licenses, SRA materials, and Rewards program</p>	<p><b>Effectiveness Results:</b></p>

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<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• Student identification through state scores, and/or teacher recommendations through progress monitoring</li> <li>• Our Title I Interventionist, Mrs. Tracy O'Donnell progress monitor students receiving interventions, analyzes results with teachers, and if there are concerns due to minimal progress being made, students will be referred to the Student Assistance Team (SAT). During a SAT meeting, the student's parent and/or teacher voiced their concerns of a possible disability. The SAT committee which includes the classroom teacher, Chandra Adams-SAT chairperson, Guidance Counselor/ 504 coordinator, Ms. Gaye Dupre' and our school's representative from Pupil Appraisal, Shannon Noonan agree upon selected interventions and a timeline before reconvening to determine if the process needs to go further or if the student's needs were met.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, and 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> SAT Packet</p>	<p><b>Effectiveness Measure:</b> LEAP 2025 scores DIBEL scores</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</b></p> <ul style="list-style-type: none"> <li>• The LA Connectors for English Learners is utilize 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.</li> <li>• ESL teacher, Ms. Schurr provide services to ESL students three days a week- Mondays, Tuesdays, and Fridays. Ms. Schurr pushes in to the classrooms and pull-out as necessary. She primarily works with grades third through fifth grade for forty-five minutes on class assignments. She works with Kindergarten through Second grade for thirty minutes. She focuses on phonics and reading foundational skills.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input checked="" type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> LEAP 2025 scores DIBELS scores</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Brock Elementary**

<p><b>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</b></p> <ul style="list-style-type: none"> <li>• K-5th grade students are assigned a library pullout once a week for forty-five minutes. Our librarian, Mrs. Tashia Arroyo allow students to check out books on their reading levels and create Power points on selected research topics related to the La. Standards.</li> <li>• Our music teacher, Daniel Duensing, who works ½ day at our school, service grades Kindergarten through fifth grade for thirty minutes, five days a week.</li> <li>• Forty-eight students are serviced by our speech therapist, Courtney McLaughlin. She is here five days a week, all day.</li> <li>• Our school have four gifted students. Mrs. Monica Finch services them. Once a week for forty-five minutes</li> <li>• K-3<sup>rd</sup> grade students are serviced Art by Leslie Estopp once a week for thirty minutes</li> <li>• Ronald Mayeaux service two band students at our school on Tuesdays and Thursdays for 45 minutes</li> <li>• ESL teacher, Ms. Schurr provide services to ESL students three days a week- Mondays, Tuesdays, and Fridays. Ms. Schurr pushes in to the classrooms and pull-out as necessary. She primarily works with grades 3<sup>rd</sup> through 5<sup>th</sup> for 45 minutes on class assignments. She works with Kindergarten through 2<sup>nd</sup> grade for 30 minutes. She focuses on phonics and reading foundational skills.</li> <li>• Jeb Stuart service violin students once a week for 45 minutes.</li> <li>• Gina Reviere, Physical Education teacher, service grades K-5<sup>th</sup>, four times a week for 30 minutes.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input checked="" type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Spring 2018 Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Extended Learning Opportunities (within and beyond the school day and the school year):</b></p> <ul style="list-style-type: none"> <li>• Achieve 3000- 4<sup>th</sup> and 5<sup>th</sup> grade students have access to log in to the program and complete news article assignments to increase Lexile performance. 80% of students will “lessen achievement gap from August to May</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> 2018 Spring Parent Survey</p>

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<ul style="list-style-type: none"> <li>• <b>Twenty-first Century Program managed by Marilyn Holliday. Students are assisted with homework help. The program is held Monday- Thursday 3:00-5:30.</b></li> </ul>		<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 checked="" type="checkbox"/> Other		<b>Effectiveness Results:</b>
<b><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></b>				
<b>Mental Health Provider Services:</b> <ul style="list-style-type: none"> <li>• Due to the transient and often unstable environments that many of our school's students experience, a <b>Mental Health Provider (MHP)</b> work with students 10 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.</li> </ul>	<b>Goal(s):</b>	<b>Budgets used to support this activity:</b> <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	<b>Items Needed:</b>	<b>Effectiveness Measure:</b> MHP Outcomes Measure Chart  <hr/> <b>Effectiveness Results:</b>
<b><i>Implementation of a schoolwide tiered model to prevent and address problem behavior:</i></b>				
<b>Strategies Used to Prevent and Address Problem Behavior:</b> <ul style="list-style-type: none"> <li>• <b>The FISH philosophy (Be There, Make Their Day, Choose Your Attitude and Play- Have Fun) is modeled and implemented in grades Pre-K- 5<sup>th</sup>,</b></li> <li>• <b>Rules, consequences, and rewards are posted in teachers' classrooms.</b></li> </ul>	<b>Goal(s):</b> 1,2,3,4, 5	<b>Budgets used to support this activity:</b> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<b>Items Needed:</b> Copy of the FISH Philosophy	<b>Effectiveness Measure:</b> Decrease in office and bus referrals and in-school suspensions

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<ul style="list-style-type: none"> <li>• PBIS committee meets once a month after school for an hour to track behaviors through the system of major and minor infractions.</li> <li>• Committee monitor behavioral data, evaluated progress and report outcomes to all stakeholders</li> </ul>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<b>Effectiveness Results:</b>
<b><i>Strategies for Assisting Students in the Transition from One School to the Next:</i></b>				
<b>Transition Activities for Incoming and Outgoing Students:</b> <ul style="list-style-type: none"> <li>• Teachers assign new students with a class friend to help with the transition of learning new rules and procedures as well as classroom routines.</li> <li>• Annually we work with feeder schools or schools within the parish for transfer of incoming students' textbooks</li> <li>• Homeroom teacher contacts parents/ guardian of new student to inform them of classroom and homework policies etc.</li> <li>• Collaborate with our feeder school principal, Mr. DeCarlo at St. Tammany Junior High who arrange a school tour every spring for incoming 6<sup>th</sup> graders.</li> </ul>	<b>Goal(s):</b> 1, 2, 3, 4, 5	<b>Budgets</b> 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	<b>Items Needed:</b>	<b>Effectiveness Measure:</b> 2018 Spring Parent Survey  <hr/> <b>Effectiveness Results:</b>
<b><i>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:</i></b>				
<b>Professional Learning Communities (PLCs):</b> <ul style="list-style-type: none"> <li>• Professional Learning Communities are bi-monthly on Thursdays. The discipline's focus is in core instruction such as ELA and Math. Meetings are one hour and 15 minutes bi-monthly. Emphasis is placed on research-embedded strategies that are derived from our school's</li> </ul>	<b>Goal(s):</b> 1,2,3,4,5	<b>Budgets</b> used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<b>Items Needed:</b> <b>Bi-monthly</b> sign-in sheets, agendas, iPad for data, The Guaranteed Curriculum access,	<b>Effectiveness Measure:</b> SLT scores Readiness Assessments Mid-year assessment End of the year Assessment

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<p>data. Our Title I instructional Coach, Gail Jackson present teachers with ways of how to develop grade level common based assessments, analyze data, comparison of BURST data and explicit planning of future lessons</p> <ul style="list-style-type: none"> <li>• Title 1 Interventionist, Tracy O'Donnell is allotted 15 minutes to share with teachers the most up to date DIBELS/ BURST intervention data for teachers to utilize in their planning.</li> <li>• Collaboration component- Tracy O'Donnell and Gail Jackson invite Title 1 paras, Title 1 tutors, and Helping Hands tutors to collaborate with classroom teachers on the success rate of student groups and ways to continue growth towards mastery.</li> </ul>		<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>data spreadsheets, highlighters, teacher tool box materials, paper, and La. Standards</p>	<p><b>Effectiveness Results:</b></p>
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Achieve 3000 training-Representative from Achieve 3000 demonstrated to teachers how to access and appropriately use all data related resources. In addition, she modeled teacher introductory lessons. This training took place on Oct. 11 from 8am-11am.</li> <li>• Word Works Training- Professional Development Coordinator, Holly Moore trained K-3<sup>rd</sup> grade teachers on Aug. 31<sup>st</sup> and Sept. 14<sup>th</sup></li> <li>• Eureka Lesson Training- Curriculum Math Specialist, Jan DeMeyere, trained teachers in Grades K-3 on the lesson plan components of Eureka Math.</li> <li>• Full day of Flying Start to Literacy (Guided Reading Training) for Brock teachers in grades K-2. They were exposed how to effectively implement the new guided reading program held at Abney Elementary on Aug. 8 presented by Debra Heinnman.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</p>	<p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b> Laptops, The Guaranteed Curriculum access, Achieve 3000 articles, La. Standards, Flying Start to Literacy Kits, Guide Books 3<sup>rd</sup>-5<sup>th</sup> and supporting materials, Word Works manual, Eureka Teacher Editions K-5th</p>	<p><b>Effectiveness Measure:</b> Achieve 3000 Lexile Reports Eureka Module Unit Tests DIBELS scores SLT results</p> <hr/> <p><b>Effectiveness Results:</b></p>



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<ul style="list-style-type: none"> <li>• <b>Social Studies Curriculum- Curriculum Specialist, Justin Burkhardt presented to teachers in grades 2<sup>nd</sup>-5<sup>th</sup>, about changes on the Guaranteed Curriculum and he modeled a lesson to demonstrate appropriate uses of primary and secondary sources'</b></li> <li>• <b>Guide Book Training for Guide Book Leaders in grades 3-5- on Sept. 12-13<sup>th</sup>. Mrs. Thomas, Mrs. Vick and Mrs. Johnson-Jones along with the Instructional Coach, Gail Jackson attended a half-day workshop. It detailed the planning and start-up dates for selected grades and Guide Book tasks.</b></li> </ul>				
<p><b>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</b></p> <ul style="list-style-type: none"> <li>• All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.</li> <li>• Teacher openings are advertised through the district website.</li> <li>• District leaders attend local college and university teacher recruitment fairs in the fall and spring.</li> <li>• 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.</li> <li>• 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.</li> <li>• Placement of Student Teachers from local universities</li> <li>• 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.</li> <li>• District Human Resources Coordinator serves as a speaker on college campuses for different education courses.</li> <li>• District Human Resources Coordinator serves on various College of Education department committees at local universities.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

**Brock Elementary**

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

<b>Career and Technical Education Programs:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Goal(s):</b>	<b>Budgets</b> 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	<b>Items Needed:</b>	<b>Effectiveness Measure:</b>
				<b>Effectiveness Results:</b>

<b>Coursework to Earn Post-Secondary Credit:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Goal(s):</b>	<b>Budgets</b> 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	<b>Items Needed:</b>	<b>Effectiveness Measure:</b>
				<b>Effectiveness Results:</b>

**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, and LA4, IDEA, and McKinney Vento funds.

**Food Services:**

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

**Special Education:**

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

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

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

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

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

### **Headstart Preschool Programs:**

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

#### 4. Regular Monitoring and SIP Revision

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

**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:**

- SIP committee will meet in April and May to review data and to report findings to staff and parents

**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:**

- Monitored and discussed during bi-monthly PLC meetings
- Weekly walkthroughs by our Principal, Ms. Smith, Asst. Principal, Ms. Katsorchis, and/or Title I Instructional Coach-Gail Jackson.
- Ms. Smith will check teachers' weekly lesson plans to insure that explicit instruction is planned and implemented.
- Committee will review data sources quarterly such as demographics, achievement, design of implementations

**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/sub claims, and subgroups:**

- Teachers in grades K-5<sup>th</sup> can use instant results to differentiate instruction
- Our Instructional Coach, Gail Jackson will assist K-5 teachers in creating a district-defined and school key performance indicator goals
- 3-5 teachers will evaluate BOY, MOY, and EOY diagnostics results to pinpoint students' weaknesses of standards in grade level content areas.
- K-2 teachers will document monthly student results on their class Running Records for Flying Start to Literacy Program

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

- The Title 1 Committee will gather all information and share the results of the evaluation with faculty and parents through the school's website and first parental involvement events in the beginning of the school year such as, Open House and Grade Level Parent Breakfasts.
- Ms. Adams, Technology Resource Teacher, will verbally deliver and place a copy in the school's office a Title I Evaluation summary and copy of our SIP plan for stakeholders.
- A Title 1 DVD is shown to all parents at each Parent Breakfast meeting. The principal, Rose Smith in August, will report the information.

## 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