

***Brock Elementary***  
***PK-5<sup>th</sup> Grades***  
***Rose Smith, Principal***  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2016-2017**

**1.COMPREHENSIVE NEEDS ASSESSMENT**

(Look at the summary pages in the Data Analysis Template for 1a and 1b 1-3)

**STRENGTHS**

<b><u><i>1a. Results of Comprehensive Needs Assessment</i></u></b>		<b><u><i>1a. Measures used to Determine School Needs:</i></u></b>
<b>STRENGTHS</b>		<b>DATA SOURCES</b>
Third grade math scores have been the highest for the past three years with an index score between 92.9 and 108.2	1	LEAP 2013-16
Kindergarten DIBELS scores lowest percentage of At Risk (5%, 9%, and 10%) and the highest or second to highest percentage of Benchmark (65%, 74% and 75%) students for three years	2	DIBELS scores 2013-2016
The White, Hispanic, and Limited English Proficient subgroups have shown 80.6 to 90.0 % proficient in math for the past two years.	3	LEAP 2014-2015 and 2015-2016
The ELA Whole School subgroup went from an achievement gap of 11.4 to 8.4, the ELA Economically Disadvantaged subgroup went from an achievement gap of 15.8 to 10.0, and Math Whole School subgroup went from an achievement gap of 14.7 to 10.5 over a two year period	4	LEAP 2014-16
The total number of suspensions decreased from 5.3% to 4.5% over the past year.	5	Discipline Records-JPAMS 2014-2015 through 2015-2016

**CHALLENGES**

<b><u><i>1b. Results of Comprehensive Needs Assessment</i></u></b>		<b><u><i>1b. Measures used to Determine School Needs:</i></u></b>
<b>CHALLENGES</b>		<b>DATA SOURCES</b>
Fourth grade science and social studies have had the lowest scores in the school for the past three years. Fourth grade scores in 2013-14 were 48.4 in science and 47.3 in social studies. Fourth grade scores in 2015-16 were 62.5 in science and 63.9 in social studies. Fifth grade scores in 2013-14 were 50.0 in science and 49.1 in social studies. Fifth grade scores in 2014-15 were 46.9 in science and 43.4 in social studies. Fifth grade scores in 2015-16 were 66.3 in science.	1	PARCC Spring Test Scores and LEAP 2013-16
Third grade had the highest percentage of students At Risk students in DIBELS in 2015 (32%) and in 2016 (25%).	2	DIBELS Scores 2014-15 and 2015-16
The Students with Disabilities in grade 3 have shown a decline over the past three years in ELA, students went	3	LEAP 2014-16

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from 50% proficient to 0% proficient. Fifth grade Students with Disabilities went from 66.7 % proficient in math to 16.7 % proficient over a three year span.		
Parent/Family Engagement: 12.2% of parents attended all functions at the school	4	Title I Parent Involvement Survey-Spring 2016
Behavioral: The number of students who are referred to the office and have discipline write ups has declined from the 2015-16 school year. At this time in the school year of 2015-16 thirty-one students had received write ups as compared to 13 students in 2016-17.	5	Behavioral Reports and Referrals from JPAMS 2015-16 to 2016-2017.

**GOALS**

<b><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></b>
<b>GOALS</b>
1 By May of 2017, the CRT Index score in ELA for the Whole School will increase from 83.1 to 91.4 to maintain and continue to show growth. This goal will help to address weaknesses in Science and Social Studies and in DIBELS.
2 By May of 2017, the CRT Index score in Math for the Whole School will increase from 83.8 to 92.2 This goal will address Students with Disabilities and continue to show growth for the Whole School in math.
3 By May of 2017, the CRT Index score for Whole School Students with Disabilities will increase from 27.8 to 30.6 in ELA.
4 By May 2017, at least 60% of our parents will respond to the Title I Parent Involvement Survey to show that more parents are aware of and attend functions at school. At least a 15 % increase in the number of parents who attend school functions.
5 By May 2017, 70% of the students currently working with an MHP will demonstrate reduced behavior referrals and maintain or increase academics as evidence by JPAMS data.

**2. SCHOOL-WIDE REFORM STRATEGIES** to be used in your SIP. Please check all that apply.

- Response to Intervention
- Job-Embedded Professional Development
- Data-Driven Decision-Making
- Meaningful Engaged Learning
- Curriculum Alignment
- Differentiated Instruction

**3. PROFESSIONAL DEVELOPMENT:** Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.

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<p><b><u>PLC</u></b>-(be sure to mention personnel involved in this activity, i.e. Instructional Coach, substitutes, presenters, schedules etc.)</p> <ul style="list-style-type: none"> <li>•PLC meets twice monthly for two hours by grade level</li> <li>• Led by Instructional Coaches (<b>Nicole Hayes and Tracy Pendry</b>) for grades K-5 with substitutes provided for teachers.</li> <li>•Pre- K meets twice monthly with pre-school Instructional Coach (<b>Rebecca Becnel</b>).</li> <li>• Instructional coaches review student data with teachers identifying weaknesses and strengths.</li> <li>•Teachers present weekly ELA and/or Math assessments to instructional coaches to target areas of improvement</li> <li>•Instructional coaches provide research-embedded strategies for the teachers to use to increase student achievement in the areas of ELA and Math.</li> <li>•Each grade level is <b>focusing</b> on the ELA and math standards for their grade level. They determine what the students need to accomplish in math and ELA for their grade level</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input checked="" type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Substitutes salaries and benefits  IPADS  Integration Specialists  Salaries and benefits</p> <p>Handouts</p>
<p>If you have an <b><u>Instructional Coach</u></b>, describe in detail her duties and responsibilities</p> <p>The Instructional Coaches, <b>Nicole Hayes and Tracy Pendry</b>, will provide instructional support through student centered coaching. They will also guide and support teachers to become instructional leaders. They will work with the school to strengthen the knowledge, application and instruction topics, e.g., Louisiana Student Standards, Guaranteed Curriculum, assessments, lesson design, and planning of the teachers. They will provide job-embedded professional development through coaching and faculty study groups that support the successful implementation of effective teaching focused on improving student learning. Mrs. Hayes and Mrs. Pendry will model lessons, provide follow-up and one-on-one assistance.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input checked="" type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salary and Benefits for this teacher Instructional Coaches</p>

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<p>Professional Development Outside of PLC</p> <ul style="list-style-type: none"> <li>•Faculty meetings for parish and state mandated trainings</li> <li>•Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED</li> <li>•After-school, before school, and district sponsored professional development</li> <li>•DIBELS and BURST training</li> <li>•Project Read Training</li> <li>•Achieve3000 Training</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u>  X  </u> Title I  <u>  X  </u> GFF  <u>  X  </u> SRCL  <u>  X  </u> Title II  <u>    </u> LA4  <u>  X  </u> IDEA  <u>    </u> Title III  <u>    </u> Bond Money  <u>  X  </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Handouts  Sign-In Sheets  Curriculum Specialists  Guest Speakers  Substitutes salary and Benefits  Materials and supplies  Laminating film  Markers  Paper  Binders  Chart Paper</p>
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<p><b>4. PARENT/FAMILY ENGAGEMENT:</b> What strategies/activities do you employ to increase Parent/Family Engagement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.</p>		
<p><i>Describe how parents will be involved in the</i></p> <ul style="list-style-type: none"> <li>○<i>design,</i></li> <li>○<i>implementation, and</i></li> <li>○<i>evaluation of the ENTIRE TITLE I schoolwide program.</i></li> <li>•Parents from the Title I Parent Involvement Committee attended meetings in October and November to discuss the design, implementation and evaluation of the Title I plan. The SIP will be placed on the school's website for parents who did not attend meetings. Parents may share their opinions, concerns, and /or suggestions through emails, letters, and phone calls. Agendas and sign-in sheets are filed for documentation.</li> <li>•Parents assist in the implementation and planning of activities to encourage parental participation in school functions. PTA parents and community members help with various events at school such as Fall Fest, Fun Run, and Field Day. Parent volunteers</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u>  X  </u> Title I  <u>  X  </u> GFF  <u>    </u> SRCL  <u>    </u> Title II  <u>    </u> LA4  <u>  X  </u> IDEA  <u>    </u> Title III  <u>    </u> Bond Money  <u>  X  </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Handouts  Flyers  Agendas  PTA materials and supplies</p>

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<p>are encourage to work at our school throughout the year to assist with program implementation.</p> <ul style="list-style-type: none"> <li>•Parents will be involved in the Evaluation of school-wide programs by completing a ticket out the door evaluations at the conclusion of sessions – which will be filed for documentation. In addition, in May, parents will be involved in the final Title I evaluation for the school year. Parents will be included in a meeting to review and comment on the evaluation prior to dissemination to faculty and staff.</li> </ul>		
<p><i>Include meeting dates for the: planning, implementation, and evaluation of the:</i></p> <ul style="list-style-type: none"> <li>○ <i>Parent Involvement Policy/compact;</i></li> <li>○ <i>PI Plan</i></li> <li>○ <i>School Improvement Plan.</i></li> <li>•Parent Involvement Policy/compact will be addressed and updated in March 2017 by the parents, teachers, and SIP team.</li> <li>•PFE plan will be written in March 2017. Parents, teachers, and SIP team will be involved in the writing of the PFE Plan.</li> <li>•The School Improvement Plan team will meet the last week of October 2016 to complete the writing of the SIP and make plans for the implementation of the SIP prior to dissemination to faculty and supervisors. They will meet in May to review the Evaluation prior to dissemination to stakeholders.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Compacts SIP</p>
<p><i>Describe how parents/families will receive timely information about the Title I program;</i></p> <ul style="list-style-type: none"> <li>•Parents will be informed of the Title I programs via weekly newsletters from classroom teachers, ROBO calls home, school website, monthly Home and School Connection.</li> <li>•Parents are shown the Title I Informational DVD and given information about Brock’s Title I program at the Grade Level Parent Breakfasts in September.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper Home and School Connection DVD TV, Computer, Projector</p>

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<p>•Title I Informational DVD is on the school's website.</p>	<p><input checked="" type="checkbox"/> Other</p>	
<p><i>Describe how parents/families will be informed of the curriculum, assessments and proficiency levels students are expected to meet.</i>          Parental conferences, Interim reports, Report Cards, Grade Level Parent Breakfasts, Open House, Family Math and Literacy Nights, weekly classroom newsletters, and assessment results data will be used to inform parents of curriculum assessments and proficiency levels students are expected to meet.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input checked="" type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:           Conference Forms          Notices/Flyers          Website</p>
<p>The documents prepared by the state to inform parents of their child's academic achievement on state standardized testing are posted on JPAMS for parent viewing.           Parents/families in need of translation services contact the school and a conference is set-up to discuss results. The school will provide a translator for families in need.</p>	<p><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:           Printing supplies-GFF          Postage-          Translator</p>
<p>NNPS-The school is a member of the National Network of Partnership Schools sponsored by John Hopkins University. The school has access to a wide variety of ideas to improve Parent/Family Engagement and interest in the education of their children.</p>	<p><input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other.</p>	<p>Item(s) to be purchased to support this activity:           Membership in NNPS</p>
<p>To be in compliance with Act 436, at least three meetings will be held during the school year to provide parents/families information on how to access the curriculum. This information will be provided to parents/families at school open house events, scheduling nights, parent meetings, and other parent orientations.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:           Paper</p>

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<p><b><u>Describe</u></b> how parents will be encouraged to participate in decision making opportunities about their child's education.</p> <p>Parents will be encouraged to participate in decision making opportunities by offering various meeting times, phone calls, written invitations and emails.</p> <p><b>List specific decision-making opportunities for parents. (For example:</b></p> <ul style="list-style-type: none"> <li>▪SAT meetings</li> <li>▪IEP meetings</li> <li>▪Parent Conferences</li> <li>▪Parent Committee Work</li> <li>▪Comments about plans posted on school website</li> <li>▪Parent Questionnaire</li> <li>▪PTA</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input checked="" type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper</p> <p>Conference Forms</p> <p>Questionnaires</p>
<p><b><u>Describe specific training activities (at least all 6 from Title I Application PI Plan)</u></b></p> <p>Parent will be encouraged to participate in Parental Involvement Activities by offering various meeting times, refreshments will be served, coupons from sponsors in the community, and other incentives will be offered to get parents to attend and participate.</p> <p>Information will be posted on school's website, ROBO calls made, and notices issued to students prior to each event to notify parents.</p> <p><b>Meet &amp; Greet</b> at the beginning of school year. Teachers provide parents with information about their child's classroom and how they can help make the school year successful.</p> <p><b>Family Math Night</b> is held to share math strategies with parents and to share curriculum updates.</p> <p><b>Family Literacy Night</b> is held to share reading strategies with parents to help them</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input checked="" type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Postage</p> <p>Card Stock</p> <p>Index Cards</p> <p>Laminating Film</p> <p>Calendars for Prekindergarten</p> <p>Kindergarten Summer Activities</p> <p>Flyer for Fifth Grade</p> <p>Posters</p> <p>Agendas</p> <p>Paper</p> <p>Refreshments</p>

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<p>assist their children at home and to share curriculum updates.</p> <p><b>Art/Technology Night</b> is held to provide parents with websites and activities they can use at home.</p> <p><b>Parent/Student Breakfasts</b> are held for each grade level within the first month of school to give parents information about the curriculum and in testing grades to go over the format of the tests.</p> <p><b>Parental Conferences</b> will be held at least once a year to discuss concerns, progress, and curriculum.</p> <p><b>Donuts for Dads and Muffins with Moms</b> will be held to try to increase parental involvement and to create a welcoming environment.</p>		
<p><i>List specific Home-School Communication strategies-TEACHERWEB, Nicky’s folders, communication binders, agendas, etc.</i></p> <p>The school’s website, Home-School Connection, Nicky’s folders, school newsletters, ROBO calls, classroom newsletters, weekly graded papers, parent/teacher conferences, and students’ agendas are used to communicate with parents throughout the school year.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input checked="" type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>Home-School Connection</p> <p>Nicky’s Folders</p> <p>Paper</p> <p>Agendas</p> <p>Conference Forms</p>

<p><b>5. TRANSITION:</b> What activities are in planned to transition incoming and outgoing students at your school? Be sure to list <i>at least one</i> for incoming and one for outgoing students.</p>		
<p><b>Incoming Students</b></p> <p><b>Meet &amp; Greet</b> is held at the beginning of the school year. Teachers provide parents with information about their child’s classroom and how they can help make the school year successful.</p> <p><b>Pre-K &amp; Kindergarten parents’ meetings</b> are held the first day of school so that parents may</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input checked="" type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Postage</p> <p>Paper</p> <p>Activity Calendars</p> <p>Flyers</p>



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<p>meet the teachers. Teachers explain what will be expected of their child.          Parents are also given paper work that needs to be completed for their child. The teachers help the parents with the paper work.</p> <p><b>Countdown to preschool activity calendars</b> are given to Pre-K parents at the end of prekindergarten to prepare students for kindergarten.</p> <p><b>Three-month calendars are given to kindergarten parents</b> for the children to work on during the summer to help with the transition to first grade.</p> <p><b>Parent/Student Breakfasts</b> are held for each grade level within the first month of school to give parents information about the curriculum and to go over testing information.</p> <p><b>Headstart walk-through</b> for potential students is held in May. The student(s) and the teacher visit Brock to see the classrooms, meet the kindergarten teachers, and tour the school so that they are familiar with the school for the next school year.</p> <p>Conferences will be held with parents of <b>new students</b> who enter throughout the school year. Information about the curriculum, testing, and school policy will be given at this time.</p>	<p><input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	
<p><b>Outgoing students</b>  <b>End-of-the-year programs</b> for Pre-K, K and 5th grades are held in May. Students in prekindergarten, kindergarten, and fifth grade show off what they have learned throughout the year with poems, songs, and skits.</p> <p>Students are recognized and given certificates.</p> <p><b>Fifth grade students</b> go on a field trip to St. Tammany Jr. High school in May. They are given a tour of the school and they meet some of the teachers and the principal.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input checked="" type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:           Flyers          Certificates</p>

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<p>The <b>St. Tammany Jr. High principal</b> comes to Brock to meet the students and talk to them about what is expected of them when they get to the Jr. High. The visit from the principal is in May.</p> <p><b>Flyers</b> are sent out by St. Tammany Jr. for students to try out for cheerleader or dance team.</p> <p>In the spring <b>St. Tammany Jr. High</b> sends out information for 5th grade students to schedule classes for the following year.</p> <p><b>Informational flyers</b> for parents of students entering Jr. High are given at the end of the school year to help parents and students prepare for the transition to the Jr. High.</p>		
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<p><b>6. USE OF ACADEMIC ASSESSMENTS:</b> How does your school include teachers in decisions regarding the use of academic assessments?</p>		
<p><b>The fundamental question is what are the teachers expected to do with the data they have on their students:</b></p> <ul style="list-style-type: none"> <li>•Teachers are expected to participate in Professional Learning Community sessions and faculty meetings where data is discussed.</li> <li>•Teachers are to have lists of their at-risk students to reteach, students on the cusp of achievement levels practice, and enrichment activities for students on strategic level (above or below).</li> <li>•Teachers are to use the data to develop lessons and interventions for at-risk students</li> <li>•Teachers are to progress monitor every two weeks to ensure interventions/lessons are addressing student needs</li> <li>•BURST, FASTForWORD, ReadnQuiz and Achieve3000 are used to help teachers plan for instructional interventions</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input checked="" type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Substitutes salaries and benefits for PLCs</p> <p>iPads</p> <p>Paper</p> <p>Laminating Film</p> <p>Tag Board</p> <p>Index Cards</p> <p>Binders</p> <p>Chart Paper</p> <p>Markers</p>

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<p><b>7. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES:</b> What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.</p>		
<p><b><u>Mental Health Providers</u></b>-(please adjust to fit your school’s MHP plan)  <b>MHP:</b> Due to the transient and often unstable environments that many of Brock Elementary students experience, a Mental Health Provider will work with students for <u>12</u> hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administration (Rose Smith) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Rose Smith will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student’s situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as LEAP and iLEAP will also occur.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u>  X  </u> Title I  <u>  X  </u> GFF  <u>    </u> SRCL  <u>    </u> Title II  <u>    </u> LA4  <u>  X  </u> IDEA  <u>    </u> Title III  <u>    </u> Bond Money  <u>  X  </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>MHP Salary and Benefits</p>
<p><b><u>Positive Behavior Support (PBS) or other Social Curriculum</u></b>  Brock uses the FISH Philosophy. The PBIS committee meets once a month to discuss behavior issues. The committee conducts monthly drawings for “Pink FISH Tickets” and quarterly activities for students who have exhibited appropriate behavior. Extra PE for students’ weekly positive behavior. We have an end of the year “Hero Party” for students who exhibited appropriate behavior throughout the entire school year. Mentoring program for students at risk (academic and/or behavior). Terrific Kid monthly awards.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u>    </u> Title I  <u>  X  </u> GFF  <u>    </u> SRCL  <u>    </u> Title II  <u>    </u> LA4  <u>    </u> IDEA  <u>    </u> Title III  <u>    </u> Bond Money  <u>  X  </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Pink Tickets  Snacks for quarterly activities  Prizes for monthly drawings  Prizes for Hero Party</p>

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<p><b><u>Instructional Program Enhancements</u></b>  <i>Where applicable discuss how your salaried Title I Teachers and Paraprofessionals(Include names) are used to improve the academic performance of lower achieving students (do not include tech paras, CSR teacher or timesheet personnel)</i></p> <p>Two full- time Title I paraprofessionals (Kaonta Simmons and Flora Vidrine) will work under the direction of the classroom teachers. Mrs. Simmons will work with third, fourth, and fifth grades teachers in ELA and Math. Mrs. Vidrine will work with kindergarten, first, and second grade in ELA and Math. Students are selected, progress monitored and evaluated using DIBELS data and quarterly grades.</p> <p><b><i>Interventionist name and description goes here</i></b>  SRCL interventionist (Tracy O’Donnell) will work with fourth and fifth students identified as at risk in reading. Students are selected using LEAP , TOWRE, iSTEEP, and oral reading fluency assessments.  Progress monitoring is every two weeks using oral reading fluency assessments and every four weeks for comprehension.  Mrs. O’Donnell pushes in the classes and pulls students out to work with them in small groups depending on the needs of the students.  Evaluation of this progress is based on quarterly grades and by an increase in oral reading fluency and comprehension on grade level.</p> <p>Interventionist, Christi Cefalu, works with the kindergarten, first, second, and third grades in DIBELS and BURST. She works with teachers to provide BURST to students identified as at-risk. She works with BURST groups too. Christi Cefalu helps with progress monitoring and DIBELS Benchmark testing. Students are selected, progress</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input checked="" type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>K. Simmons, F. Vidrine, T. O’Donnell, and Christi Cefalu</p>
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<p>monitored and evaluated using DIBELS data.</p> <p><b><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u></b></p> <p><i>1-How are students identified</i>  <i>2-How students are progress monitored</i>  <i>3-How is the tutoring program evaluated</i></p> <p>Two timesheet Title I tutors, Marguerite Scott and Beverly Lott work with students using BURST or they work with students identified by the teachers who need extra help. Students are selected, progress monitored and evaluated using DIBELS data or by teachers recommendation and SLT results.</p> <p>After school tutoring in math and ELA for grades 3-5 will take place from November to April.</p> <p>1-Students are identified using DIBELS, state test scores, and/or teacher recommendations.  2-DIBELS progress monitoring is every ten days through BURST  3-The tutoring will be evaluated using DIBELS scores. The After school math tutoring will be evaluated by SLT results.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salaries and benefits for:  Beverly Lott and  Marguerite Scott</p> <p>Afterschool Tutors</p>
<p><b><u>Tutoring/Helping Hands-Push-in- Include names of timesheet personnel hired to do this program.</u></b></p> <p><i>1-How students are identified</i>  <i>2-How students are progress monitored</i>  <i>3-How is the tutoring program evaluated</i></p> <p>Two Helping Hands timesheet paras, Kimberly Hamilton and Gwendolyn Hart work with fourth and fifth grade students under the direction of the classroom teacher in ELA and math.</p> <p>1-Students in fifth grade are identified using state test scores and teacher recommendation. Students in fourth grade are identified using DIBELS scores from third grade and teacher recommendation.  2-Students are progress monitored weekly using 6</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salaries and benefits for:  Kimberly Hamilton and  Gwendolyn Hart</p>

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<p>Minute Solutions in ELA and every two weeks in math using fluency multiply in multiplication and word problems.  3-Tutoring is evaluated by SLT results.</p>		
<p><b><u>Technology Resources and Personnel (include names):</u></b>  <b><u>General Technology</u></b> to increase engagement:  Activboards, Votes, Expressions, ipods, computers, printers, laptops  General Technology to increase engagement:  Activboards, ActiVotes, ActiExpressions, ipods, computers, printers, laptops  BURST, iSTEEP, BrainPOP, Achieve3000, ReadnQuiz, FastforWord, and EAGLE are used to improve reading comprehension and test scores.  BrainPOP-Intergraded technology lessons quizzes are used to check for understanding or a quick assessment of whole class.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input checked="" type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  Computers, monitors, activboards and installation, projectors, document cameras, votes, expressions, ipods, ipads, toners printers, replacement bulbs, and RAM for upgrades.</p>
<p><b><u>Technology Interventions/Progress Monitoring</u></b>  <i>List programs and describe how students are selected and monitored for each program listed.</i>  <b>BURST and iSTEEP</b> information from progress monitoring is used to develop lessons for at risk students.  <b>BrainPOP</b>-Intergraded technology lessons quizzes are used to check for understanding or a quick assessment of whole class.  <b>Achieve3000</b> is used by students 2 or 3 times a week to help increase reading achievement. All fourth and fifth grade students are in Achieve3000.  <b>ReadnQuiz</b> is used in workstations and/or at specific times in the day. Teachers use ReadnQuiz to help improve student reading and comprehension skills. The librarian and teachers make sure students' checkout books on their reading level so that students can show improvement in reading. All first, second, and third grade students use ReadnQuiz.  <b>FastForWORD</b> is used with Special Education students and students who are in the SAT process.  <b>EAGLE</b> is mainly used with third, fourth, and fifth students to prepare for spring standardized testing.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input checked="" type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:    BrainPOP  Achieve3000  ReadnQuiz  FastForWord  EAGLE</p>

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<p><b><u>Special Education Subgroup Data</u></b></p> <p>SWD is one of Brock’s weaknesses.  Scores in ELA show 27.8 % proficient and math.  Third grade ELA 0% and Math 66.7%  Fourth grade ELA 11.1% and Math 22.2%  Fifth grade ELA 66.7% and Math 16.7%</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>Special Education Program Design</u></b></p> <p>We have a blended PreK classroom with one full time teacher (Summer Calmes) and 3 paraprofessionals (Shawn Bezue, Gail Teano, and Marie Davillier) due to the needs of the students.</p> <p>This year because of the number of students we have two full time resource teaches, Glenda Bibbins, who works with K-3rd grade students and Marilyn Holliday who teaches fourth and fifth grade ELA and math. We have one paraprofessional who works with the both teachers. Catherine Orr works half the day with Mrs. Bibbins and half the day with Mrs. Holliday.</p> <p>Brock has one Speech Therapist (Lori Tyler) who works with all grade levels.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>SpEd salaries and benefits</p>
<p><b><u>Classroom Size Reduction Teachers</u></b> (if applicable)  <i>Title I or Title II (include names)</i>  <b>State grade and how data supports this decision</b>  Brock has a Title I second grade classroom teacher (Ashley Brister) to decrease the number of students per classroom.  The teacher was placed in the second grade due to the number of students in second grade for the 2016-2017school year. There would be 21 students in each of the second grade classes without Mrs. Brister. Each class including Mrs. Brister has 14 students. Second grade has the highest number of</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input checked="" type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salary and benefits for Ashley Brister</p>

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<p>students in the grade that did not already have three teachers in the grade.</p>		
<p><b><u>Curriculum Enhancements</u></b>  <i>Field trips, instructional materials and supplies not mentioned previously in SIP</i>          Teachers will implement the Louisiana Student Standards using the GC to ensure students are prepared for testing and the next grade level.</p> <p>Scholastic News, materials needed for instructional lessons from GC, novels, Guide books, and work stations are used to meet the standards.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u>  X  </u> Title I  <u>  X  </u> GFF  <u>  X  </u> SRCL  <u>    </u> Title II  <u>    </u> LA4  <u>    </u> IDEA  <u>    </u> Title III  <u>    </u> Bond Money  <u>  X  </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Laminating Film          Tag Board          Index Cards          Binders          Chart Paper          Bulletin Board Paper          Sentence Strips          Poster Boards          Folders          Glue Sticks          Tissue Paper          Paper          Practice Materials          Scholastic News          Novels          Guide Books</p>

**8. COORDINATION OF PROGRAMS**

<ul style="list-style-type: none"> <li>•McKinney Vento-All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4 and IDEA</li> <li>•Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program.</li> <li>•Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding.</li> <li>•Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III.</li> <li>•Headstart children graduate into the feeder schools in the district in which they live. Receiving schools provide transition activities and services for children and parents/families.</li> <li>•Students in participating schools are entitled to</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u>  X  </u> Title I  <u>    </u> GFF  <u>    </u> SRCL  <u>    </u> Title II  <u>    </u> LA4  <u>  X  </u> IDEA  <u>  X  </u> Title III  <u>    </u> Bond Money  <u>  X  </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Tutoring</li> <li>•Clothing</li> <li>•School supplies</li> <li>•Field trip fees</li> <li>•Summer school fees</li> <li>•MHP services</li> <li>•Community Resource Connections</li> <li>•Meals</li> <li>•Services of the LEP para and LEP tutor</li> </ul>
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attend 21 <sup>st</sup> Century programs in the afternoons.	
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<b><u>9. HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?</u></b>		
<p>The Title I Committee meets and discusses all of the following:  <b><u>For each section below , be sure to include:</u></b>  <i>what data will be collected,</i>  <i>who is responsible for collecting the data,</i>  <i>when will it be collected,</i>  <i>how will it be manipulated and</i>  <i>who will write the final report.</i></p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>Overall</u></b>-The school's performance on standardized test scores/ DIBELS scores is discussed and analyzed by the committee as well as teachers at PLC meetings. The persons responsible for collecting the data, manipulating, and writing the final report will be the Title I Committee.</p>	<p><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	
<p><b><u>Tutoring programs-</u></b>  <b>Data to be collected, responsible person, timeline for collection, process for calculation</b></p> <ul style="list-style-type: none"> <li>●78% of students in the <b>BURST tutoring program</b> will “lessen the achievement gap” from the BOY to MOY or BOY to EOY.</li> <li>●The district developed template will be used to calculate effectiveness of the program.</li> <li>●Christi Cefalu will be responsible for entering students in the program on the appropriate tab at the beginning of the year. Ms. Cefalu will enter DIBELS data at the BOY, MOY, and EOY according to written instructions. Student additions to the program will be entered according to written directions.</li> <li>●At the end of the year, students demonstrating more than 1 year of growth will receive a 1,</li> </ul>	<p><input checked="" type="checkbox"/> Title  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	

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<p>others will receive a 0.</p> <ul style="list-style-type: none"> <li>•Percent success will be reported by grade and overall for the program.</li> <li>•The final data will be delivered to Paula Gatte who will write the summary paragraph for the evaluation draft.</li> </ul> <p><b>After School Tutoring-</b></p> <ul style="list-style-type: none"> <li>•For each student participating in the tutoring program, the tutor will be required to keep a spreadsheet with, MOY and EOY SLT info on each student for the subject area being tutored.</li> <li>•Students meeting their learning target will be considered successful and given a “1”. Those not</li> <li>•Reaching their target will get a “0”.</li> <li>•A percentage of successful students will be determined for each tutoring program.</li> <li>•Programs will be considered successful if 80% ( this is an increase from last year) of the students meet their SLT.</li> <li>•The completed spreadsheet is due to the administration as soon as final SLT data is collected.</li> <li>•Paula Gatte will write the paragraph about the tutoring programs.</li> </ul>		
<p><b><u>Helping Hands Program</u></b>  <b>Data to be collected, responsible person, timeline for collection, process for calculation</b></p> <p><b><u>Push-In Tutors</u></b> (Mrs. Hart and Mrs. Hamilton)  <b><u>Para</u></b> (Mrs. Simmons 4<sup>th</sup> and 5<sup>th</sup> grades)</p> <ul style="list-style-type: none"> <li>•All students in math and ELA classrooms at-risk of failing due to pupil progression will be entered on a spreadsheet.</li> <li>•Report cards grades for each nine weeks will be entered. Using the grade scale, quality points will be assigned for the grade earned.</li> <li>•As soon as the student acquires enough quality points for promotion, they will be</li> </ul>	<p><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input checked="" type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	

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<p>given a 1 on the spreadsheet. If at the end of the year, the student does not have enough quality points toward promotion, they will get a “0”.</p> <ul style="list-style-type: none"> <li>•The total points will be divided by the total number of students.</li> <li>•The program will be considered successful if 95% of the students achieve promotion in Math and ELA.</li> </ul> <p><b><u>Paras</u></b> (Mrs. Vidrine (K-1-2) and Mrs. Simmons (3<sup>rd</sup>))</p> <ul style="list-style-type: none"> <li>•78% of students in the BURST tutoring program will “lessen the achievement gap” from the BOY to MOY or BOY to EOY.</li> <li>•The district developed template will be used to calculate effectiveness of the program.</li> <li>•Christi Cefalu will be responsible for entering students in the program on the appropriate tab at the beginning of the year. Mrs. Cefalu will enter DIBELS data at the BOY, MOY, and EOY according to written instructions. Student additions to the program will be entered according to written directions.</li> <li>•At the end of the year, students demonstrating more than 1 year of growth will receive a 1, others will receive a 0.</li> <li>•Percent success will be reported by grade and overall for the program.</li> <li>•The final data will be delivered to Paula Gatte who will write the summary paragraph for the evaluation draft.</li> </ul>		
<p><b><u>Achieve 3000</u></b></p> <ul style="list-style-type: none"> <li>•80% of students will “lessen the achievement gap” from October to May</li> <li>•Lexile scores will be used to measure to growth</li> <li>•At the end of the year, students demonstrating a 100 point lexile growth will receive a 1, others will receive a 0.</li> <li>•Percent success will be reported by grade and overall for the program.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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<ul style="list-style-type: none"> <li>•The final data will be delivered to Paula Gatte who will write the summary paragraph for the evaluation draft.</li> </ul>		
<p><b><u>Read N Quiz</u></b></p> <ul style="list-style-type: none"> <li>•80% of students will “lessen the achievement gap” from October to May</li> <li>•Lexile scores will be used to measure to growth</li> <li>•At the end of the year, students demonstrating a 100 point lexile growth will receive a 1, others will receive a 0.</li> <li>•Percent success will be reported by grade and overall for the program.</li> <li>•The final data will be delivered to Paula Gatte who will write the summary paragraph for the evaluation draft.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>Parent/Family Engagement</u></b></p> <p><b>Data to be collected, responsible person, timeline for collection, process for calculation</b></p> <p>The Title I Parent Committee will work to increase the feedback from parents about the school and the Title I program through the Title I Survey. We are seeking our parent responses to increase to 60%.</p> <ul style="list-style-type: none"> <li>•Telling parents what Title I has paid for that month at school</li> <li>•Make parents aware in newsletters and posters when a new technology shipment has arrived due to Title I funds</li> <li>•The day after the event the Parenting committee will meet to evaluate the tickets-out-the-door</li> <li>•Parenting committee will evaluate attendance numbers at events to see what time/topics draw the largest groups of parents the day after the event</li> <li>•The Title I School Committee and/or the Title I Parenting Committee will review the Title I Parent Survey results as soon as we get the results</li> <li>•The Title I Parenting Committee will review the NNPS plan and survey information</li> </ul>	<p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	

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<ul style="list-style-type: none"> <li>•All of the results from the Parental Involvement activities will be reported to the faculty, staff and parents through the use of our website and meetings</li> <li>•The evaluation of Parental Involvement will be the responsibility of the Title I Committee/ Parental Involvement Committee.</li> <li>• The data will be collected by the Parental Involvement Committee in May. The Title I Parental Involvement Committee will be responsible for showing improved participation from parents throughout the school year. Sign-in sheets will be used to collect data on the number of parents who attend events. We will compare to last year’s numbers to this year’s number for similar events. The Parental Involvement committee will write the final report.</li> <li>•The Committee will meet in April and May to review data and to report finding to staff and parents.</li> </ul>		
<p><b><u>MHP Evaluation Form</u></b>  <b>Data to be collected, responsible person, timeline for collection, process for calculation</b></p> <ul style="list-style-type: none"> <li>•The goal of the MHP is to decrease referrals and time out of classrooms and show academic improvement</li> <li>•The MHP will complete the STPSB 2016-2017 Outcomes Measures for Mental Health Providers at the end of each 9 week period and give it to Ms. Gatte no later than 1 day after the end of the nine week period.</li> <li>•Student can earn up to two points, 1 for improved academic performance and 1 for decrease in referrals as year progresses.</li> <li>•The total number of points are tallied and divided by two times the number of students to get the percent success.</li> <li>•Programs will be considered successful if the program has an 80% success rate.</li> </ul>	<input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	
<p><b><u>Professional Development</u></b>  <b>Data to be collected, responsible person, timeline for collection, process for calculation</b>  Minutes from all meetings be taken and filed so</p>	<input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> SRCL <input type="checkbox"/> Title II	

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<p>a formal evaluation report can be written by the Title I Committee.  All meetings must have agendas and sign-in sheets.</p> <ul style="list-style-type: none"> <li>•The professional development program will be evaluated using SLT data.</li> <li>•All teachers participating in the PD program will be required to keep a spreadsheet with each student listed comparing student beginning or MOY benchmark testing with EOY benchmark testing. Students meeting their learning target will be considered successful and given a “1”. Those not reaching their target will get a “0”.</li> <li>•A percentage of successful students will be determined for each teacher. These spreadsheets will be submitted to the AP who will enter the % success for each teacher on her spreadsheet.</li> <li>• Teachers with a 75% success rate will be given a “1” and the other will receive a “0”.</li> <li>•85% of the teachers are expected to meet the target set for evaluating the PD program.</li> <li>•The administration will write the final evaluation paragraph for the PD program.</li> <li>•The Committee will meet in April and May to review data and to report finding to staff and parents.</li> </ul>	<p>___ LA4  <input checked="" type="checkbox"/> IDEA  ___ Title III  ___ Bond Money  <input checked="" type="checkbox"/> Other</p>	
<p><b><u>HOW</u></b> are the <b><u>results of the assessment REPORTED</u></b> to the <b><u>FACULTY</u></b>?</p> <p>The results of the evaluation will be reported at faculty meetings to the teachers and staff by Ms. Smith in August and May.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>HOW</u></b> are the <b><u>results of the assessment</u></b></p>	<p><b>10. BUDGETS</b> used to</p>	<p>Item(s) to be purchased</p>

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<p><b><u>REPORTED</u></b> to the <b><u>PARENTS/FAMILIES?</u></b></p> <p>The Title I Committee will gather all information and share the results of the evaluation with faculty and parents through the school website, school newsletter, and as mentioned above at the first parent event of the year when the Title I DVD is shown to the parents.  The information will be reported by Rose Smith in August.</p>	<p>support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>to support this activity:</p>
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**SCHOOL IMPROVEMENT PLAN**  
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**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 subgroup 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, which should include the following data analysis information:
    - Data Triangulation
    - Data Comprehensive Needs Assessment Summary Report
  - Goals and measurable objectives
  - Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
  - Professional development components aligned with assessed needs
  - Plans for transitioning preschool children to local elementary school programs
  - Family and community engagement activities aligned with assessed needs
  - Evaluation strategies that include methods to measure progress of implementation
  - Coordination of fiscal resources and analysis of school budget
  - An 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's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson, School Improvement Team

\_\_\_\_\_  
Date