

Riverside Elementary
Grades 1 - 5
Mary Lou Jordan
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2016-2017

COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS

<u>1a. Results of Comprehensive Needs Assessment</u>		<u>1a. Measures used to Determine School Needs:</u>
STRENGTHS		DATA SOURCES
2nd grade has had the lowest percentage of at Risk students for two consecutive years. Spring 2015 31% and Spring 2016 28%. They have also had the highest percentage of Benchmark students for two consecutive years. Spring 2015 54% and Spring 2016 62%.	1	DIBELS scores from 1st, 2 nd and 3rd grades from Spring 2015 and Spring 2016.
Third and 4th grade math CRT scores have improved from 2014 - 2015. 3rd - 2014-2015 at 76.1 points to 80.2 points in 2015 - 2016 which is an increase of 4points. 4th - 2014-2015 76 points to 83.7 points in 2015-2016 and improvement of 7.7 points.	2	CRT index scores Spring 2014, 2015, 2016
Fourth grade ELA scores have been higher when compared to other grades for 4 consecutive years. 2012-2013 - 12 points higher than 3rd and 12.3 point higher than 5th. 2013-2014 - 30.9 points higher than 3rd & 19.4 points higher than 5th. 2014-2015 -11.1 higher than 3rd % 5.4 higher than 5th. 2015-2016 - 3.7 higher than 3 and 23.6 than 5	3	CRT Spring ELA data 2013, 2014, 2015 and 2016
SWD are a potential subgroup strength in the area of math especially in 3rd and 4th grades. 3rd grade SWD have shown an increase of .5 points, from 45.0 points in 2013 to 45.5 points in 2016.	4	CRT Spring Math data 2013, 2014, 2015 and 2016
SWD are showing a closing in achievement gap as evidenced by a decline in the gap in math from 2012-2013 at 40.5 point to 27.6 points in 2015-2016. This is a total decline of 12.9 points in the gap.	5	CRT Spring Math data 2013, 2014, 2015 and 2016

CHALLENGES

<u>1b. Results of Comprehensive Needs Assessment</u>		<u>1b. Measures used to Determine School Needs:</u>
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CHALLENGES		DATA SOURCES
5th grade, all scores for 3 consecutive years, ELA, math and science. ELA - decline of 11.5 points since 2013-2014; Math - decline of 11.7 points since 2013-2014; Science - decline of 10.2 points since 2013-2014.	1	CRT scores from Spring 2013, 2014 2015 and 2016 test results.
Third grade has had the lowest percentage of Benchmark students for Spring testing for 3 consecutive years. 2014 - 40% benchmark, 2015 49% benchmark and 2016 42% benchmark.	2	DIBELS scores from Spring 2014, 2015 and 2016.
Fifth grade math scores have been lower when compared to other grades for 3 out of 4 years; Spring 2013 lower than 3 rd by 12. 2 points and 4 th by 18.8 points; Spring 2015 lower than 3 rd by 8.3 points and 4 th by 8.2 points; 2016 lower than 3 rd by 19.9 points and 4 th by 23.4 points. Third grade ELA scores have been lower than other grades for three consecutive years – Spring 2014 lower than 4 th by 30.9 points and 5 th by 11.5 points; Spring 2015 lower than 4 th by 11.1 points and 5 th by 5.7 points; Spring 2016 lower than 4 th by 24.3 points and 5 th by 14.9 points.	3	CRT scores for Spring 2014, 2015 and 2016.
Parents who strongly agree to knowledge of how the Title I program works has decreased from 85% in Spring 2015 to 59% in Spring 2016.	4	Title I Parent/family survey from Spring 2015 and 2016
Social/emotional behavioral issues are evident due to the large number of behavior intervention plans and safety plans. For the 2014 – 15 school year there were 16 safety plans and 12 Behavior Intervention Plans. For the 2015-2016 school year there were 24 safety plans and 13 Behavior Intervention plans.	5	MHP data and discipline data 2014-2015 and 2015-2016 school years

GOALS

<i>Ic. Goals based upon Challenges and/or Maintaining Strengths</i>
GOALS
1 ELA school writing SLT scores will improve by 25% from Fall 2016 to Spring 2017.
2 Math, whole school, SLT scores will improve by 25% from Fall 2016 to Spring 2017.
3 Third grade will show 20% improvement in DIBELS Benchmark scores from BOY 2016 to EOY 2017. Spring.
4 By May 2017, Riverside will increase the overall parent/family awareness of the Title I program from 59% to 85% who are strongly aware of the Title I program as evidenced by the Title I parent/family survey.
5 By May of 2017, 80 % of students seen by the MHP will demonstrate reduced behavior referrals as evidenced by behavior referrals data in jpams.

Commented [HPM1]:

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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.

<p>PLC-(be sure to mention personnel involved in this activity, i.e. Instructional Coach, substitutes, presenters, schedules etc.)</p> <p>A substitute will be provided for teachers to attend PLC meetings; The TRT, Instructional Coach, Brigitte Magee, and administration will guide teachers through researching, planning, and implementing research based strategies and interventions to improve DIBELS scores, ELA scores and Math scores, with a focus on RTI and students with disabilities. Teachers will unpack math and ELA standards and become familiar with the curriculum and models being used to further student number sense and fluency in the subjects. Technology will be modeled as a resource to enhance lessons and to further student engagement. Data will be analyzed to identify strengths and weaknesses in order to design rigorous lessons and assessments that align with the standards. Professional development on Compass, Louisiana State Standards and Guaranteed Curriculum will be ongoing.</p> <p>Teachers will meet by grade level, weekly for one hour, with a focus on examining</p>	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> 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>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> •substitute salary and benefits •Materials and supplies such as but not limited to, rizograph, copier contract, paper, ink for printer and rizograph
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<p>student work, analyzing data in order to make data driven decisions, review curriculum and assessments while focusing on the alignment to Louisiana State Standards.</p>		
<p><i>If you have an Instructional Coach, describe in detail her duties and responsibilities</i></p> <p>Our Instructional Coach, Brigitte Magee, provides instructional support through student centered coaching. She guides and supports teachers in becoming strong instructional leaders, as well as self directed learners. She provides support and guidance in PLC meetings as she helps teachers develop knowledge and skills of current educational topics and research based practices. She provides job embedded professional development through coaching, and supports the successful implementation of effective teaching, focused on improving student learning. She models lessons and provides follow up and one on one assistance required to implement and sustain effective instructional strategies grounded in research based strategies.</p>	<p>10. BUDGETS used to support this activity: <u> X </u> Title I</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> •Salary and Benefits for this teacher.
<p>Professional Development Outside of PLC</p> <ul style="list-style-type: none"> •Faculty in-services for parish and state mandated trainings •Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED •After-school, before school, and district sponsored professional development •Faculty retreat focusing on curriculum. •Faculty professional growth with book study 	<p>10. BUDGETS 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> </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> •stipends and benefits •staff refreshments •materials and supplies •Co-teaching that Works book

4. PARENT/FAMILY ENGAGEMENT: 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.

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<p>◆ Describe how parents/families will be involved in the</p> <ul style="list-style-type: none"> ○ design, ○ implementation, and ○ evaluation of the ENTIRE TITLE I schoolwide program. <ul style="list-style-type: none"> ○ Parents/families will be involved in the design of the School Improvement Plan through attendance at the Parent/Family Engagement Committee meetings where the plan is reviewed and revised. Agenda and sign in sheets are filed for documentation. ○ Parents/families assist in the implementation of the plan through attendance at family event planning meetings and working at the events. Sign in sheets and minutes of meeting serve as documentation. ○ Parent also volunteer at the school to assist in implementation of the plan. ○ Parents/families will evaluate the school wide program by completing a “Ticket out the door”. These comments and recommendations are shared with staff and Parent/Family Engagement Committee and will be kept on file and serve as documentation. Staff readdresses any parental concerns indicated on the evaluation piece. Parents/families and staff will review the evaluation draft before being finalized. The final evaluation of the SIP will be reviewed with Parent/family engagement Committee. 	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> 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>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> • materials and supplies including but not limited to copy paper, envelopes, folders, pens and pencils, postage, paperclips, staples, tape • printer ink for parenting computer printer • handout materials • student attendance incentive • magazines • stipends and benefits for teachers to attend PFE activities • refreshments for parent/family events
<p>◆ Include meeting dates for the: planning, implementation, and evaluation of the:</p>	<p>10. BUDGETS used to support this</p>	<p>Item(s) to be purchased to support</p>

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<p>○ Parent/family Engagement Policy/compact; This compact is reviewed and revised in March when the Title I application is prepared.</p> <p>○ PFE Plan This plan is created for the upcoming school year in March when the Title I application is prepared. The plan is revisited at the beginning of the school year when the event plans are finalized and committees assigned. August 1 and August 9</p> <p>○ School Improvement Plan. As soon as the Spring data is released the SIP committee meets to complete the data analysis. October-2016-SIP Committee meets at the Ed Center to begin the writing of the SIP Plan Committee meetings are held throughout October to prepare the draft for submission in early November November/December the Final draft is presented to the faculty and parents for review and revision prior to submission to the supervisors. In addition, the full Title I evaluation is completed in May and parents/families are invited to the final review meeting before it is presented to the faculty and stake holders.</p>	<p>activity:</p> <p><input 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>this activity:</p>
<p>◆ Describe how parents/families will receive timely information about the Title I program;</p> <p>◆ Parents/families will receive timely information about the Title I program by a Title One video posted on our school website; Title One video shown at Open</p>	<p>10. BUDGETS 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</p>	<p>Item(s) to be purchased to support this activity: Copy Paper</p>

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<p>House; explanation of Title One program at Parent/Family Engagement meetings and at Title One Parent/Family Engagement Committee meetings. Sign in sheets and agendas are kept for documentation.</p> <p>◆ Title I information is also given in classroom newsletters and monthly PTA bulletins, robocalls.</p>	<p><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>◆ <i>Describe how parents/families will be informed of the curriculum, assessments and proficiency levels students are expected to meet.</i></p> <p>Parents/families will be informed of curriculum, assessments and proficiency levels students are expected to meet at parent/family focus meetings at the monthly Title I Parent/family engagement meetings; parent/family/teacher conferences, such as but not limited to:</p> <ul style="list-style-type: none"> ▪ SAT meetings ▪ IEP meetings ▪ Parent Conferences ▪ Parent/family Committee meetings ▪ PFE meetings ▪ Weekly newsletters ▪ Monthly PTA bulletins ▪ Weekly fliers 	<p>10. BUDGETS used to support this activity:</p> <p><input 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: Stipends and benefits for presenters at PFE meetings</p>
<p>The documents prepared by the state to inform parents of their child's academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p> <p>Parents/families in need of translation services contact the school and a conference is set-up to discuss results.</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: Printing supplies-GFF Postage-</p>
<p>NNPS-The school is a member of the National</p>	<p><input checked="" type="checkbox"/> Title I</p>	<p>Item(s) to be</p>

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<p>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>___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other.</p>	<p>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/family meetings, and other parent/family orientations.</p>	<p>10. BUDGETS used to support this activity: ___ X ___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: materials and supplies such as copy paper, ink for printers for invitations, agendas, and surveys, stipends and benefits</p>
<p>○ <i>Describe</i> how parents/families will be encouraged to participate in decision making opportunities about their child's education. Parents/families will be encouraged to participate in decision making opportunities about their child's education by inviting parents/families to attend meetings below via phone call, written invitation, or email: <i>List specific decision-making opportunities for parents/families.</i></p> <ul style="list-style-type: none"> ▪ SAT meetings ▪ IEP meetings ▪ 504 meetings ▪ Parent Conferences ▪ Parent/ family committee work ▪ Comments about plans posted on school website 	<p>10. BUDGETS used to support this activity: ___ X ___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: materials and supplies such as copy paper, ink for printers for invitations, agendas, and surveys</p>
<p>◆ <i>Describe</i> specific training activities (<i>at least all 6 from Title I Application PFE Plan</i>)</p> <ul style="list-style-type: none"> ○ Meet and Greet, August 4, 2016 	<p>10. BUDGETS used to support this activity:</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p>Parents/families and children are invited to meet the teachers and staff. They visit the classrooms and school, are introduced to school wide expectations and are shown a video about the Title I program.</p> <ul style="list-style-type: none"> ○ Parent/family engagement Meeting/Building Better Readers/Volunteer Coffee, August 19, 2016. The Title I program is explained to parents/families, Parents/families/community members are given information as to ACT 436 Access to the Curriculum, taught questioning techniques to aid students with reading comprehension, confidentiality is discussed as well as the volunteering opportunities available throughout the school ○ Reading and Math Night, September 13, 2016. The Title I Parenting Center is open for parents/families to visit and a homework helps session is held for parents/families. The parents/families and children visit different literacy/math stations that focus on fun, engaging ways to do homework and improve student success. ○ Parent/family Focus Meeting prior to PTA, September 19, 2016. Fifth grade parents/families and teachers discussed the curriculum focus for Math and ELA and end of the year assessments (ACT 436). Special school programs designed with fifth grade in mind are also discussed as well as the transition to Jr. High School. ○ Parent/family Focus Meeting 	<p style="text-align: center;"> <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>	<ul style="list-style-type: none"> ● materials and supplies including but not limited to copy paper, envelopes, folders, pens and pencils, postage, paperclips, staples, tape ● printer ink for parenting computer printer ● handout materials ● student attendance incentive ● magazines ● stipends and benefits for teachers to attend PFE activities
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<p>prior to PTA, October 17, 2016. Fourth grade parents/families and teachers discussed the curriculum focus for math and ELA and end of the year assessments as well as technology (ACT 436).</p> <ul style="list-style-type: none"> ○ Parent/family Focus Meeting prior to PTA, November 14, 2016. Third grade parents/families and teachers will discuss the curriculum focus for math and ELA and end of the year assessments as well as technology (ACT 436). ○ Grandparents' Day September 26, 2016 – Grandparents are invited to share in a technology rich lesson with their grandchild/grandchildren. Grandparents are viewed as stakeholders in the community and are encouraged through this program to actively participate in their grandchild's education. 		
<ul style="list-style-type: none"> ◆ <i>List specific Home-School Communication strategies-TEACHERWEB, Nicky's folders, communication binders, agendas, etc.</i> ◆ School/teacher WebPages, parent/family/teacher communication, weekly teacher newsletters, agendas, Monthly newsletters, Title I Monthly Home/School Connection letter, weekly communication flyers, Robo calls 	<p>10. BUDGETS used to support this activity:</p> <p style="padding-left: 20px;"> <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 strategy/activity: Materials and supplies such as but not limited to, rizograph, copier contract, paper, ink and toner for printer and rizograph</p>

<p>5. TRANSITION: What activities are in planned to transition incoming and outgoing students at your school? Be sure to list at least one for incoming and one for outgoing students.</p>		
<p>Incoming Students - In the Spring of each school year, Riverside holds an open house for new prospective first graders from Little</p>	<p>10. BUDGETS used to support this activity:</p>	<p>Item(s) to be purchased to support this activity: ●Refreshments</p>

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<p>Pearl Elementary, Regina Coli Head Start and local private kindergarten programs. The parents/families and students participate in an informative discussion on the curriculum and then tour the school, are treated to milk and cookies, and visit the first grade classrooms.</p> <p>At the beginning of the school year Riverside hosts a Meet and Greet evening. Students and parents/families visit the school to meet their new teachers and attend informational meetings with staff members on current educational topics. Parent/family invitations/reminders are mailed home, given to students and distributed at registration.</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>	<ul style="list-style-type: none"> •copy paper for invitations and mailings •postage
<p>Outgoing students - In the Spring of 2017, 5th grade students and parents/families will visit Creekside Jr. High to tour the facility and have an orientation. Before the visit, Creekside’s counselor and administration visit Riverside to overview the curriculum, scheduling process with the fifth grade class as well as their teachers.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input 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> <ul style="list-style-type: none"> •Transportation to Creekside Jr. High

6. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?

<p>The fundamental question is what are the teachers expected to do with the data they have on their students:</p> <ul style="list-style-type: none"> •Teachers are expected to participate in Professional Learning Community sessions and faculty meetings where data is discussed. •Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below). •Teachers are to use the data to develop 	<p>10. BUDGETS 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> <ul style="list-style-type: none"> •Online Subscriptions – Moby Max
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<p>lessons and interventions for at-risk students</p> <ul style="list-style-type: none"> •Teachers are to PM these students to ensure interventions/lessons are addressing student needs •Teachers are to provide enrichment for students who score at or above benchmark on assessments. 		
<p>Add additional assessment activities as needed.</p> <ul style="list-style-type: none"> ○ DIBELS – students who are intensive will receive intervention from staff members to improve reading readiness; ○ EAGLE – students scoring below level will receive additional support from teacher; ○ State assessments – teachers will use data to help guide instruction and differentiation of instruction to meet student need ○ MobyMax, Achieve 3000 and Student Learning Targets – data will be used by teachers to guide student reading level and promote literacy; ○ Pre and post tests – data will be used by teachers to guide re-teaching, enrichment and intervention 	<p>10. BUDGETS 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>Salaries and benefits for DIBELS subs</p> <p>Online Subscriptions Moby Max</p>

7. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES: 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><u>Mental Health Providers</u>-(please adjust to fit your school’s MHP plan) MHP: Due to the transient and often unstable environments that many of Riverside Elementary students experience, Sheree Flores, a Mental Health Provider will work with students for 20 hours per week. This counseling will work to improve reading and</p>	<p>10. BUDGETS 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 checked="" type="checkbox"/> IDEA</p>	<p>Item(s) to be purchased to support this activity: MHP Salary and Benefits</p>
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<p>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 (Mary Lou Jordan and Patti Holden) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Mary Lou Jordan and Patti Holden 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 State standardized tests will also occur.</p>	<p>___ Title III ___ Bond Money ___ Other</p>	
<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u> Riverside understands that attendance plays a huge role in the success of students' academic performance. This year students in grades 1 – 5 with less than 5 absences each semester will receive an attendance incentive.</p> <ul style="list-style-type: none"> ○ Riverside uses Golden Bear stickers to support Positive Behavior. Children are awarded the stickers as incentives for positive behaviors and the stickers are then used to purchase rewards. ○ 5th grade summer packet incentive – this incentive is used due to a decline in student scores from their 4th grade scores. The incentive is used to encourage students to score the same or better than their 4th grade scores. 	<p>10. BUDGETS used to support this activity: ___ Title I <u> X </u> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: ● student incentives</p>

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<p><u>Instructional Program Enhancements</u> <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>A full time Title One paraprofessional, Karen McKean, will work in the classroom under the direct supervision of the classroom teacher to support students with lessons and assist with various teacher led lessons to increase student achievement.</p> <p>An Instructional Aide will work under the direct supervision of a classroom teacher, in grades 3, 4 and 5, to improve reading and math scores with regular education students as well as students with disabilities.</p> <p>The program is successful if 80% of 4th and 5th grade students seen on a regular basis are successful based on an SLT score of 75% or better for either math or ELA/writing depending on what is being tutored. For third graders, program success will be measured using the “closing the GAP” calculations required for K-3 ELA interventions. We expect an 80% success rate.</p>	<p>10. BUDGETS used to support this activity:</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: Salaries and benefits for Karen McKean</p>
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<p><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u> <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>Leah Pastoret and Patty Swanson, both certified teachers will work 20 hours per week in pull out tutoring programs.</p> <p>Students are identified – Students in 1st and 2nd grade are identified for support in the Voyager and Reading Coach programs by DIBELS data, Student Learning targets and teacher observation.</p> <p>Students are progress monitored – Students are progressed monitored through the DIBELS program and classroom progress monitoring.</p> <p>Tutoring program is evaluated – student success and improved DIBELS and SLT scores are used to evaluate student growth. Students will be evaluated using the spreadsheet that calculates “closing the GAP” in Dibels.</p>	<p>10. BUDGETS used to support this activity: <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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Stipends and benefits for Leah Pastoret and Patty Swanson</p>
<p><u>Technology Resources and Personnel (include names):</u> <u>General Technology</u> to increase engagement: Activboards, Votes, Expressions, ipods, computers, printers, laptops , iPads, flip cameras, digital cameras Personnel – Title One computer technician/paraprofessional, Karen McKean, will be re-hired as the part time manager of Riverside’s computer labs. The technician will maintain and troubleshoot the equipment and software in the labs and in the classrooms, most of which is purchased with Title I funds. The paraprofessional will inventory the equipment throughout the school. She will</p>	<p>10. BUDGETS used to support this activity: <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: Computers, monitors, activboards and installation, projectors, document cameras, votes, expressions, ipods, ipads, toners printers, replacement bulbs, and RAM for upgrades.</p> <p>Salaries and benefits</p>

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<p>assist the classroom teachers in the coordination and purchasing of software and equipment used for computer assisted instruction in math, language arts, science and social studies. The computer technician/paraprofessional will also work with students in the classroom/computer labs and will be under the direct supervision of the classroom teacher. The computer lab schedule will be created by the administration at the beginning of the school year. She also comes in before school starts in the summer and begins to set up computers.</p>		<p>for Karen Mckean Stipends and benefits for before schools start-up technology set-up.</p>
<p><u>Technology Interventions/Progress Monitoring</u> <i>List programs and describe how students are selected and monitored for each program listed.</i></p> <p>Gizmos is a computerized math teaching tool used in grades 3 – 5. Teachers use the program in either whole group teaching or as an individual tool for students who are in need of support.</p> <p>Fast Forward is a language/reading intervention designed to support students with disabilities and as an intervention for students who are in need of support. The success of this intervention will be based on 65% of students showing a growth of .7 of a year’s growth.</p> <p>Earobics is a phonemic/phonics based computerized intervention used to support students who are struggling with basic reading skills. Program success will be measured using the “closing the GAP” calculations required for K-3 ELA interventions. We expect an 80% success rate.</p> <p>My Reading Coach is a reading program used</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input 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: FastForward-SPED MobyMax-Title I Reflex math-SPED Achieve 3000 - SPED</p>

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<p>by special education teachers as well as a Title I tutor who focuses on second grade students. IEP data (if applicable), DIBELS data, and teacher observation is used to identify students at risk. Program success will be measured using the “closing the GAP” calculations required for K-3 ELA interventions. We expect an 80% success rate.</p> <p>Voyager is a phonemic awareness/reading/writing program used with first graders. A Title I tutor pulls students who have been identified as needing interventions based on DIBELS scores, teacher observation and other data sources. Program success will be measure using the “closing the GAP” calculations required for K-3 ELA interventions. We expect an 80% success rate.</p> <p>Moby Max is a web based educational program used to enhance curriculum. Students take a placement test and lessons are differentiated to the student’s needs. Teachers are able to progress monitor a student’s growth. Parents/families can access the program from home to see their child’s performance. This program will be considered a success by having 70% of active students showing an increase of 1 year growth from the beginning Grade Level Equivalent (GLE) to the end of the year GLE as as evidenced by the programs growth reports.</p> <p>Reflex math is a program utilized by students who are in the process of being identified with special needs or those who have already been identified. Its purpose is to increase a student’s number sense and fact fluency. Teachers are able to progress monitor and graph student growth. The success of this program will be measured by 80% of students</p>		
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<p>showing a 70% increase in math fluency.</p> <p>Achieve 3000 is a computerized intervention/enrichment ELA program that requires students to participate in at least 1 direct instruction lesson and 2 computerized lessons per week. Students take a placement test to determine Lexile level and lessons are differentiated to the students' needs. Teachers are able to progress monitor student growth and parents/families are able to access the program from home to see their child's performance. The success of this program will be measured by 80% of students participating showing a rate of 75% or higher on lessons completed.</p>		
<p><u>Special Education Subgroup Data</u> One of Riverside's school improvement goals is to decrease the achievement gap in ELA with the subgroup Students With Disabilities. The Students with Disabilities subgroup has shown an increase in the achievement gap by 5.9 points from Spring 2013 to Spring 2016. Our goal is to decrease this gap by 1 point by allowing all students access to the general ELA curriculum.</p>	<p>10. BUDGETS used to support this activity: <input 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:</p>
<p><u>Special Education Program Design</u> <i>Answers ranged from total Inclusion to total resource.</i></p> <p>In the 2016-2017 school year, an inclusion model is being used during ELA across all grade levels. Students with disabilities spend time in an inclusion setting, supported by regular and special education teachers and para professionals. For those students who need additional support, continued instruction and interventions are given in a resource setting.</p>	<p>10. BUDGETS 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: Special Education teacher and para salary and benefits Title I para salary and benefits as support in some classrooms.</p>

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<p>A Title I para is used to support students during this time. In addition to above, classroom teachers, with the support of Special Education teachers and paras, give additional intervention support during intervention blocks.</p> <p>MAE students are included in the inclusion setting as their behaviors allow. The remainder of the time they are self contained in the MAE setting with a full time para.</p> <p>The Mild/Moderate self contained class supports those students who have multi-layered academic deficits/disabilities. It is multi-grade level self contained setting with two full time paras.</p> <p>Gifted and talented students receive instruction according to their IEP plans. Teachers are shared between schools. An enrichment program is offered for students who could benefit from additional academic enhancement.</p>		
<p><u>Classroom Size Reduction Teachers</u> (if applicable) Title I or Title II (include names) State grade and how data supports this decision</p> <p>Fifth grade CRT scores show a decrease in all content area from 4th grade scores. Kathryn Milton, a Title I teacher, is used in 5th grade to reduce class size in order to give more individualized student attention to improve and maintain 5th grade scores. Research shows that smaller class sizes are more effective. Having a reduction in class size allows class size to average 24 students per class instead of 33 students in a class.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input 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 type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salary and benefits for Kathryn Milton</p>

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<p><u>Curriculum Enhancements</u> <i>Field trips, instructional materials and supplies not mentioned previously in SIP</i></p> <ul style="list-style-type: none"> •Riverside has two science clubs which are sponsored by three certified teachers. •Fifth grade students, accompanied by teachers, administration and parent/family chaperones, will visit the State Capitol Building and museums in Baton Rouge. This trip is not only to enhance student knowledge of government, geography and history, but also as an incentive for positive behavior. Attendance at the field trip will be monitored and the percentage of students who do not attend will be calculated. This data will be collected and tracked each year so trends can be examined to see if contributing to field trips is increasing participation at field trips. •Instructional materials and supplies, such as but not limited to, globes, electronic pointers, timers, consumable materials and subscriptions. •Moby Max is a web based resource that supports classroom instruction and the curriculum by creating an individualized plan for each student. The program can be accessed from home as well as school and allows parents/families to progress monitor each students' growth. •After school tutoring will be offered to students who need additional support in ELA and math. Standardized test scores, SLT's, DIBELS data and teacher observation will be used to determine which students best qualify for the program. The program will be 	<p>10. BUDGETS used to support this activity:</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: stipends, Charter bus expense, Instructional materials and supplies such as globes, timers, electronic pointers, consumable materials; subscriptions to classroom magazines/</p>
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8. COORDINATION OF PROGRAMS

<ul style="list-style-type: none"> •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 IDEA •Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program. •Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding. •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. •Students in participating schools are entitled to attend 21st Century programs in the afternoons. 	<p>10. BUDGETS 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> 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"> •Tutoring •Clothing •School supplies •Field trip fees •Summer school fees •MHP services •Community Resource Connections •Meals •Services of the LEP para and LEP tutor
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9. HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?

<u>Overall</u> -The school's performance on standardized test scores/ DIBELS scores		
<p><u>Tutoring programs-</u> Data to be collected, responsible person, timeline for collection, process for calculation <u>After-School tutoring Program:</u></p> <ul style="list-style-type: none"> •How are students selected for this program? Students are selected by previous year State assessment, beginning of 		

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<p>year SLT scores, DIBELS scores, teacher observation</p> <ul style="list-style-type: none"> •How are the students pre-tested? Students will be pretested using an EAGLE created, standards based assessment. •What will be the post-test? The post test will be an EAGLE created, standards based assessment. •What will be considered success in the program? Comparison of Fall ELA and Math SLT's will be used to determine success of the program. •For each student Grades 3-5 math and 4-5 ELA participating in the tutoring program, the tutor will be required to keep a spreadsheet with, BOY, MOY and EOY SLT info on each student for the subject area being tutored. •Students meeting their learning target will be considered successful and given a "1". Those not reaching their target will get a "0". •A percentage of successful students will be determined for each tutoring program. •Programs will be considered successful if 80% of the students meet their SLT. •The completed spreadsheet is due to the administration as soon as final SLT data is collected. •Who is responsible for writing the paragraph about the tutoring program? <p>3rd Grade ELA will use the DIBELS Spreadsheet for closing the GAP to measure program success.</p> <ul style="list-style-type: none"> •80% of students in tutoring programs will "lessen the achievement gap" BOY to MOY or BOY to EOY. 		
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- The Assistant Principal will be responsible to enter students in the program on the appropriate tab at the beginning of the year
- DIBELS data will be entered BOY, MOY and EOY according to written instructions.
- Student additions to the program will be entered according to written directions.
- At the end of the year, students demonstrating more than 1 year of growth (closing of the achievement gap) will receive a 1, other will receive a 0
- Percent success will be reported by grade and overall for program.
- The final data will be delivered to Patti Holden, who will write the summary paragraph for the evaluation draft.

Voyager and Reading Coach

- 80% of students in tutoring programs will “lessen the achievement gap” BOY to MOY or BOY to EOY.
- The district developed template will be used to calculate effectiveness of these programs.
- Kelly Whitehead, TRT, will be responsible for entering students in the program on the appropriate tab at the beginning of the year
- DIBELS data will be entered BOY, MOY and EOY according to written instructions.
- Student additions to the program will be entered according to written directions.
- At the end of the year, students demonstrating more than 1 year of growth (closing of the achievement

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<p>gap) will receive a 1, other will receive a 0</p> <ul style="list-style-type: none"> •Percent success will be reported by grade and overall for program. •The final data will be delivered to Patti Holden who will write the summary paragraph for the evaluation draft. <p>Title I Paras For grade 4 and 5 and math all grade levels</p> <ul style="list-style-type: none"> •All students in the math and ELA classrooms at-risk of failing due to pupil progression will be entered on a spreadsheet. •Report cards grades for each nine weeks will be entered. Using the grading scale, quality points will be assigned for the grade earned. •As soon as the student acquires enough quality points for promotion, they will be 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”. •The total points will be divided by the total number of students. •The program will be considered successful if 95% of the students achieve promotion in Math and ELA. <p>Title I paras-K-3 ELA</p> <ul style="list-style-type: none"> •For each student participating in the tutoring program, the tutor will be required to keep a spreadsheet with, BOY, MOY and EOY SLT info on each student for the subject area being tutored. •Students meeting their learning target will be considered successful and 		
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<p>given a “1”. Those not reaching their target will get a “0”.</p> <ul style="list-style-type: none"> •A percentage of successful students will be determined for each tutoring program. •Programs will be considered successful if 80% of the students meet their SLT. •The completed spreadsheet is due to the administration as soon as final SLT data is collected. •Kelly Whitehead, the TRT, will write the final evaluation piece for this program. <p><u>MobyMax</u></p> <ul style="list-style-type: none"> •For each student participating in the MobyMax program, the teacher will be required to keep a spreadsheet with, BOY and EOY GE level info on each student for the subject area being tutored. •Students who show 1 year of growth EOY will be considered successful and given a “1”. Those not reaching their target will get a “0”. •A percentage of successful students will be determined for this program. •Moby Max will be considered successful if 80% of the students meet the growth target of 1 year. •The completed spreadsheet is due to the administration as soon as final EOY data is collected. •The TRT, Kelly Whitehead will write the final evaluation piece for Moby Max. 		
<p><u>Parent/family engagement</u> Data to be collected, responsible person, timeline for collection, process for calculation</p>		

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<p><i>Parenting Committee needs to meet to evaluate tickets-out-the door for events -</i></p> <p>The Parent/Family Engagement committee will meet to evaluate parent/family comments from parent/family exit tickets (parent/family satisfaction, suggestions and comments) after each parent/family engagement activity and discuss findings with the administration. The TRT writes this report.</p> <p><i>Parenting committee needs to evaluate attendance numbers at events to see what time/topics draw the largest groups of parents/families -</i></p> <p>Parent/Family Engagement committee will evaluate the attendance of each Parent/family engagement activity to determine what time and/or topics draw the largest group of parents/families. The results of these findings will be reported to the administration after each activity. The assistant principal will write this report.</p> <p>•<i>The Title I School Committee and/or the Title I parenting Committee need to review the Title I Parent/family Survey results-</i></p> <p>The spring survey will be sent home by the school. The Ed. Center will compile the results and return the data to the school. The percentage of responses to the question about being aware of the Title 1 program at the school will be reviewed. If the percentage is 85% or higher, the program will be considered a success. The results will be sent to the administration from the Title I office and a report will be compiled by the Assistant Principal.</p>		
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<ul style="list-style-type: none"> •Website responses will be reviewed by the administration. •Review the NNPS plan and survey information 		
<p><u>MHP Evaluation Form</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <p>MHP data, in the form of tracking logs, will be evaluated to determine a decrease in the number of referrals resulting in improved academics.</p> <ul style="list-style-type: none"> •The goal of the MHP is to decrease referrals and show academic improvement •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 the administration no later than 1 day after the end of the third nine week period. •Student can earn up to two points, 1 for improved academics (ELA and math) and 1 for decrease in referrals as year progresses. •The total number of points are tallied and divided by two times the number of students to get the percent success. •Programs will be considered successful if the program has an 80% success rate. 		
<p><u>Professional Development</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> •How did the professional development 		

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<p><i>activities at your school translate into student academic success?</i></p> <ul style="list-style-type: none"> •The professional development program will be evaluated using SLT data. •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”. •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. Teachers with a 75% success rate will be given a “1” and others will receive a “0”. •80% of the teachers are expected to meet the target set for evaluating the PD program. •The administration will write the final evaluation paragraph for the PD program. <p><i>Minutes from all meetings should be taken and filed so a formal evaluation report can be written. All meetings must have agendas and sign-in sheets.</i></p>		
<p>HOW are the results of the assessment REPORTED to the FACULTY?</p> <p>The principal will present the results of the Title I Evaluation to the faculty at the last faculty meeting of the school year. The faculty will have input as to how this will</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p>impact the Title I program in the future.</p>	<p>___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	
<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>PARENTS/FAMILIES?</u></p> <p>The principal will present a short PowerPoint after showing the Title I DVD to parents at Open House. During this presentation, the Title I Program for the 2017-2018 school year will be described and the programs presented will be justified by successes documented through program evaluation during the 2016-2017 school year. Likewise omission from the previous year will be justified by poor evaluation results. After Open House the PowerPoint will be available for all parents on the school website.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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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

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