

**2019-2020
SCHOOL IMPROVEMENT PLAN**

Sixth Ward Elementary



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

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1. COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS	WEAKNESSES
According to DIBELS NEXT data, Grade 2 shows the highest percentage of students scoring At or Above Benchmark in spring 2018 and 2019 with 80% at this level both years.	According to DIBELS NEXT data, first grade shows the lowest growth of students scoring below Benchmark (Intensive or Strategic) comparing fall to spring across 2 years: 17-18 (47% to 53%) percentage of students scoring below Benchmark increased 6% and from 18-19 (39% to 55%) increased 16%.
In 2018 and 2019, the LEAP 2025 Progress Index score (2018=95.4 points; 2019=103.7 points) presented higher than the LEAP 2025 Assessment Index score (2018=74.7 points; 2019=78.2 points).	In 2018 and 2019, the LEAP 2025 Assessment Index score (2018=74.7 points; 2019=78.2 points) presented lower than the LEAP 2025 Progress Index score (2018=95.4 points; 2019=103.7 points); however the LEAP 2025 Assessment Index Score increased consistently over 4 years from 67.9 points (2016) to 78.2 (2019).
From 2016 to 2019, the LEAP 2025 Assessment Index score for Grade 4 Math has shown an increase of 18.1 points from 2016 (74.0 points) to 2019 (92.1 points) with the biggest increase of 13.8 points from 2018 (78.3 points) to 2019 (92.1 points).	From 2016 to 2019, the LEAP 2025 Assessment Index score for Grade 3 Science has shown a decrease of 9.4 points from 2016 (75.7 points) to 2019 (66.3 points).
In 2019, Grade 4 ELA subcategory Informational Text has the highest percent proficient (Mastery and Above) with 69% as compared to Grade 3 (46%) and Grade 5 (52%) on LEAP 2025.	In 2019, Grade 5 ELA subcategory Vocabulary has the lowest percent proficient (Mastery and Above) with 41% as compared to Grade 3 (70%) and Grade 4 (63%) on LEAP 2025.
For Grades 3, 4, and 5 ELA proficiency (Mastery and Above) percentages are a higher subject area on the LEAP 2025 starting in 2016-2017 and continuing to 2018-2019: 3rd grade 82.5%, 86.5%, 82%; 4th grade 82%, 81%, 94%; 5th grade 78%, 78%, 73%.	For Grades 3, 4, and 5, Social Studies proficiency (Mastery and Above) percentages are the lowest subject area on the LEAP 2025 in 2018: grade 3 30%, grade 4 53%, and grade 5 35%.
In 2019, based on LEAP 2025 the subgroup Hispanic present the highest Index Scores in Math (83.3 points) as compared to other subgroups.	In 2019, based on LEAP 2025 the subgroup Students with Disabilities present the lowest Index Scores in ELA (57.8 points) and Math (54.6 points) as compared to other subgroups.
Over four years, the subgroup "Students with Disabilities" for the whole school increased ELA Index score from 37.9 points (2016) to 57.8 points (2019); a total increase of 19.9 points since 2016.	Over three years, the subgroup "Hispanic" for the whole school decreased ELA Index score from 107.5 points (2017) to 71.7 points (2019); a total decrease of 35.8 points since 2017.

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<p>In 2019, the subgroup with the highest SPS score was Whole School at 84.5 points based on LEAP 2025.</p>	<p>In 2019, the subgroup with the lowest SPS score was Students with Disabilities at 64.8 points on LEAP 2025.</p>
<p>From 2017 to 2019, based on LEAP 2025 the subgroup Hispanic present the highest Index Scores in Math as compared to other subgroups: 107.5 points in 2017, 86.0 points in 2018, 83.3 points in 2019.</p>	<p>From 2017 to 2019, based on LEAP 2025 the subgroup Students with Disabilities present the lowest Index Scores in ELA and Math as compared to other subgroups: ELA - 46.6 points in 2017, 50.2 points in 2018, 57.8 points in 2019; Math - 47.3 points in 2017, 42.7 points in 2018, 54.6 points in 2019.</p>
<p>DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	
<p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> • <i>Must Include at Least 1 Subgroup Goal</i> 	
<p>1. First Grade students will increase reading achievement by increasing the percentage of students scoring At or Above Benchmark on DIBELS Next by 5% from Spring 2019 (44% students scoring At or Above Benchmark) to Spring 2020 (49% students scoring At or Above Benchmark).</p>	
<p>2. From Spring 2019 to Spring 2020 the percentage of students achieving Mastery and Above on the LEAP 2025 Social Studies Assessment in grades 3-5 will increase by 5% in each grade level. 3rd grade – 30% to 35%; 4th grade – 51% to 56%; 5th grade – 35% to 40%</p>	
<p>3. From Spring 2019 to Spring 2020 the percentage of students achieving Mastery and Above on the LEAP 2025 ELA Assessment in the subcategory of Vocabulary for Grade 5 will increase by 5% from 41% (Spring 2019) to 46% (Spring 2020).</p>	
<p>4. From Spring 2019 to Spring 2020 the students in the subgroup “Students with Disabilities” in Math and Reading will increase their Assessment Index on LEAP 2025 by 5 index points from 57.8 index points to 62.8 index points in ELA and 54.6 index points to 59.6 index points in Math.</p>	
<p>5.</p>	

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2. PARENT AND FAMILY ENGAGEMENT

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • PTA meeting August 2019 – Admin. will try to obtain feedback/input on SIP plan and use this to write the new plan • PTA meeting September 2019 – Admin. will communicate the SIP evaluation from 2018-2019 to parents • PTA meeting October 2019 – SIP Team will communicate the 2019-2020 SIP goals to parents • SIP plan posted on the school website with a comment link for feedback <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Results presented at Open House 2020 • Title I Spring Survey is used to evaluate the plan 	<p>Goal(s):</p> <p>1-4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Paper</p>	<p>Effectiveness Measure:</p> <p>Parent Survey Attendance Records</p> <hr/> <p>Effectiveness Results:</p>

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<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • PTA Meetings – parents give input and make decisions about school events • SAT Meetings – parents give input about their child’s academic needs/progress • IEP Meetings – parents make decision about what is best for their child academically • Parent/Teacher Conferences – parents and teachers work together in the best interest of the children • Surveys, exit tickets, reflections – parents are allowed give feedback that will influence future events 	<p>Goal(s):</p> <p>1-4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</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"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> DSS</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Paper</p>	<p>Effectiveness Measure:</p> <p>Parent Survey</p> <p>Attendance at SAT/IEP meetings, conferences and PTA meetings</p> <p>Data collected from surveys or exit tickets</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Nicky folders – all Pre-K – 5th grade students use this folder for school to home communication daily: newsletters, report cards, assessments, permission slips, teacher correspondence, school-wide events • School-wide event flyers; important notices sent home on colored paper; Robo Calls; school website • PTA Social Media • jPams – Teachers are required to post grades weekly • Student Progress Center – each parent has access to their child’s grades and teacher webpages • Open House – teachers present a PP presentation outlining curriculum and school wide expectations including the SIP evaluation from the year before • Citizen of the Month Breakfast – parents are invited to celebrate their students and their achievements monthly • Honor Roll Breakfast – parents are invited to celebrate their students and their achievements once a quarter 	<p>Goal(s):</p> <p>1-4</p>	<p>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"/> 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"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> DSS</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Nicky communication folders</p> <p>Colored Copy Paper</p> <p>Breakfast provided by PTA</p>	<p>Effectiveness Measure:</p> <p>Parent Survey</p> <p>2020 Spring Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. <i>(Title VI of the Civil Rights Act of 1964)</i> Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for EL Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<p><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.</i></p> <p><i>In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.</i></p>				
<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Meet and Greet - August 2019 – curriculum outline, PBIS expectations, dates of PFE and school-wide events 	<p>Goal(s):</p> <p>1-4</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed:</p> <p>Teacher Stipend</p>	<p>Effectiveness Measure:</p> <p>Parent Survey Attendance Records</p>

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		Effectiveness Results:
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Pancakes with Parents – September 2019 – Parents will eat breakfast with their child and then meet with administration to hear about DIBELS Assessment and strategies to help their students be fluent readers. Parents will leave with information pertaining to these topics. 	<p>Goal(s):</p> <p>1</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other	<p>Items Needed:</p> <p>Materials/Supplies Paper Breakfast provided by PTA</p>	<p>Effectiveness Measure:</p> <p>Parent Survey Attendance Records Exit Tickets</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> STEM Night – November 2019 – Math and Science in the Real World Teacher will conduct real world/real life activities that students can then turn around and take home to practice. Parents will be provided with handouts to assist with the understanding of grade level standards. NASA will provide a demonstration for students and teachers. 	<p>Goal(s):</p> <p>4</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS	<p>Items Needed:</p> <p>Teacher/Para Stipends Materials/Supplies Paper</p>	<p>Effectiveness Measure:</p> <p>Parent Survey Attendance Record Exit Tickets</p> <hr/> <p>Effectiveness Results:</p>

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		<input type="checkbox"/> Other		
<p>Parent Family Engagement Activity 4:</p> <ul style="list-style-type: none"> Social Studies Night – Winter 2020 – Parents will leave with a better understanding of SS standards, online resources will be shared, and parents will participate in an activity and then join their child to participate in a grade level standards based activity. 	<p>Goal(s): 2, 4</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed: Teacher/Para Stipend Materials for Activities</p>	<p>Effectiveness Measure: Parent Survey Attendance Exit Tickets</p>
				<p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 5:</p> <ul style="list-style-type: none"> Literacy Night - SWE Goes to the Movies – Spring 2019 3rd, 4th and 5th grade students will watch the novel based movie from their curriculum. Parents will be given information on LEAP testing. Each grade level conducts this event on a different night 	<p>Goal(s): 3-4</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed: Teacher/Para Stipend Materials/Supplies</p>	<p>Effectiveness Measure: Parent Survey Attendance Records Exit Tickets</p>
				<p>Effectiveness Results:</p>

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Parent Family Engagement Activity 6: <ul style="list-style-type: none"> Summer Reading Program – Spring 2020 students scoring Intensive or Strategic on DIBELS Next will be sent a bag of reading materials home over the summer for students to read. Parents will be brought in to learn how to read with their students over the summer. Students who completed the Summer Reading Program will get an incentive program in Fall 2020. 	Goal(s): 1, 3-4	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	Items Needed: Reading Materials	Effectiveness Measure: Parent Survey Exit Tickets
				Effectiveness Results:

3. SCHOOLWIDE PLAN STRATEGIES

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

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

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
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<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Zearn Math (K-5th) –standards aligned math curriculum to be used for core instruction • ReadyGEN – standards based reading curriculum for K-2 students • IRLA toolkits/libraries – foundational skills reading program for K-2 students • Guidebooks – standards based reading curriculum for 3-5 students • Guaranteed Curriculum – district created resources and lessons for math, science, and social studies for K-5 students • RAPS – evidence based strategies for writing across all subjects in grades 1-5 • Achieve3000 – web based, standards aligned reading and social studies resource to be used for enrichment and intervention in grades 4-5 • RDW- Read, Draw, Write Math strategy used for all grade levels • Amplify BOOST – web based, specific strategies and practice with reading skills targeted at their individual level • DBQ- Document Based Questioning Strategy (3rd-5th grade) • Small Group Instruction – K-5th grade teachers use the strategy of small group instruction daily in all subjects to address the needs of struggling learners; Implemented and monitored by classroom teachers. 	<p>Goal(s):</p> <p>1-4</p>	<p>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"/> 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"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> DSS</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Additional Books/Resources for Guidebook Units</p> <p>SchoolPace/eIRLA</p> <p>Zearn Subscription</p> <p>Achieve 3000 licenses</p> <p>Licenses</p> <p>Tutor</p> <p>Teacher Supplies</p> <p>Page protectors</p> <p>Expo Markers</p> <p>Poster Chart Paper</p> <p>Laminating Paper</p> <p>Computers/supplies/toner</p> <p>Surge protectors</p> <p>Students Lap Desk Trays</p> <p>Interactive Projectors</p>	<p>Effectiveness Measure:</p> <p>2019 LEAP 2025 results (percentage mastery or above, assessment index)</p> <p>DIBELS Next</p> <p>SLT Diagnostic/Readiness Scores</p> <hr/> <p>Effectiveness Results:</p>
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • DIBELS – K-2 students are assessed on reading fluency and comprehension at the beginning, middle, and end of the year. 	<p>Goal(s):</p> <p>1-4</p>	<p>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"/> Title II</p>	<p>Items Needed:</p> <p>Substitutes</p> <p>Paper</p>	<p>Effectiveness Measure:</p> <p>2019 LEAP 2025 Results</p> <p>Reflection</p>

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<ul style="list-style-type: none"> • DRDPK – Students in Kindergarten take district wide assessment throughout the year to identify student progress throughout the year. • Readiness/Diagnostic Assessment – Students in 1st-2nd grade take readiness tests at the beginning of the year to determine strengths and weaknesses. • LEAP 360 – Students in 3rd-5th grade take readiness tests that align with the LEAP test at the end of the year. Students take this test at the beginning and end of the school year to assess programs on the grade level standards. • IRLA – Independent Reading Level Assessment for all grade levels • School Pace – online data base for IRLA for all grade levels • LEAP 2025 – 3rd-5th students take the state-wide end of year test for Math, Science, Social Studies, and ELA. • Common Assessments – teachers in grades K-5 use common assessments. • Achieve3000 Lexile Data – Teachers and Administrators can access data on reading achievement for students for 4th and 5th grade. 		<input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p><u>Strategies, Curriculum, and Assessments Specific to Students with Disabilities:</u></p> <ul style="list-style-type: none"> • Resource – Students spend time in a resource classroom learning strategies and fill gaps in making progress in the regular education classroom • Inclusion – Students with Disabilities are placed in the regular education setting for core instruction. 	<p>Goal(s):</p> <p>4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <p>Attainment of IEP Goals Diagnostic/Readiness Assessments 2019 LEAP 2025 Results (Subgroup Assessment Index Data for “Students with Disabilities”)</p>

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<ul style="list-style-type: none"> • SPED paras – Paras work with Students with Disabilities to access curriculum in the regular education and resource setting. • Co-Teaching – SPED Teachers and Regular Education Teachers work together to plan and teach students in the inclusion setting. 		<input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		Effectiveness Results:
<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <p>There are no EL students requiring services at this time.</p>	Goal(s):	Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	Items Needed:	Effectiveness Measure: Effectiveness Results:
<p><i>Interventions for At-Risk Students</i></p>				
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Administrators, teachers, and interventionists look at data from multiple sources to determine students needing interventions. <ul style="list-style-type: none"> ○ K-2 – 	Goal(s): 1-4	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II	Items Needed: Paper	Effectiveness Measure: Reflection

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<ul style="list-style-type: none"> ▪ Students scoring below benchmark on DIBELS. ▪ Teacher recommendations and observations based on classroom grades and report cards ▪ Retention students ▪ Readiness Assessment ○ 3-5 – <ul style="list-style-type: none"> ▪ Readiness Assessment ▪ LEAP scores ▪ IRLA ▪ Teacher recommendations and observations based on classroom grades, progress reports, and report cards ○ New Students <ul style="list-style-type: none"> ▪ Report card grades from previous schools ▪ LEAP scores from previous schools • Teacher recommendation and observation 		<input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Push In Tutoring – 2 part-time tutors work with K-5th teachers by working with groups of students daily for intervention based on skills being taught in the core curriculum • Burst – K-2 reading intervention program utilizing scripted lessons targeting students’ areas of weakness including phonemic awareness, letter sound knowledge, blending, reading fluency and comprehension. Interventions will be done 30 minutes a day 5 days a week by classrooms teachers and 2 certified tutors. Implemented and monitored by classroom teachers, interventionists, and tutors. • Fast Forward – 2nd-5th students who are struggling readers use this online based program to practice phonics and phonemic awareness for 30 min. daily; Implemented and monitored by the SLP. 	<p>Goal(s):</p> <p>1-4</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p> <p>2 Tutors Fast Forward Licenses Burst Kits Paper</p>	<p>Effectiveness Measure:</p> <p>2019 LEAP 2025 Results DIBELS data Burst data Fast Forward data Achieve data IXL data LEAP Scaled Score Chart</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • Project Read – 1st -5th grade at risk students and students with disabilities use this ELA intervention for 30 min. daily. Implemented and monitored by SpEd teachers and classroom teachers. • Small Group Instruction – K-5th grade teachers use the strategy of small group instruction daily in all subjects to address the needs of struggling learners; Implemented and monitored by classroom teachers. 				
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • SAT – This committee meets one day a week with administrators, RHT, speech teacher, classroom teachers, and parents to discuss strategies and interventions for struggling students. Students are referred to SAT by their teacher due to academic or behavioral concerns. • TAT – This committee meets one day a week with classroom teachers, speech teachers, and other faculty to discuss strategies and interventions for struggling students. Students are referred to SAT by their teacher due to academic or behavioral concerns. 	<p>Goal(s): 1-4</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other</p>	<p>Items Needed: Paper</p>	<p>Effectiveness Measure: Reflection</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • ReflexMath – 3rd-5th grade at risk students and students with disabilities use this online computer program where students practice fact fluency in math 2-5 times a week 	<p>Goal(s): 1-4</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II</p>	<p>Items Needed: Reflex Math Licenses Paper</p>	<p>Effectiveness Measure: Reflection</p>

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<ul style="list-style-type: none"> • Small Group Instruction – K-5th grade teachers use the strategy of small group instruction daily in all subjects to address the needs of struggling learners. • Project Read – K-5th grade at risk students and students with disabilities use this ELA intervention for 30 min. daily. <p>Students with Disabilities are also using interventions such as Burst, Achieve 3000, Fast Forward and more in the Regular Education Setting.</p>		<input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • There are no EL students requiring services at this time. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

Support and Extended Learning

Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> • Co-Teaching/Inclusion – K-5th grade Classroom and SPED teachers work together to plan, instruct, and assess students in classroom settings. Students with Disabilities spend most of their day in the regular education classroom with support from classroom teachers, SPED teachers, speech teachers, and paraprofessionals. • MAE Teacher – Supports students with at-risk behaviors to experience success in the regular education setting. • Gifted Teacher – Supports the enrichment of students academically above grade level twice a week for 90 min. • Title I Interventionist – works closely with classroom teachers to provide specific interventions to support student learning • Talented Art – Supports the enrichment of students in art once a week for 90 min. • Talented Theater - Supports the enrichment of students in theater arts once a week for 90 min. • Violin - Supports the enrichment of students in violin once a week for 30 min. • Other Supplemental programs for all students include Music, Art, and Library one time a week and PE twice a week. • Speech – works closely with students and classroom teachers to support students who struggle with language and articulation • OT – works closely with students and classroom teachers to support students who struggle with fine motor skills • APE – works closely with students and classroom teachers to support students who struggle with gross motor skills 	<p>1-4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Supplies for KIT students</p>	<p>Reflection</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • KIT – monitors students who are identified as in transition provides school supplies, clothing, fees, tutoring, and other resources as needed for each student. • Band/Chorus – supplemental program for students interested in learning more about the musical arts. Students meet 2-3 times a week to learn and practice instruments and singing. 				
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • After School Tutoring – Teachers will work with 3rd-5th grade students on ELA and Math for 90 minutes twice a week after school. ELA will utilize Achieve 3000 for Comprehension and Written Expression. Math will use review/remediation of skills previously taught along with homework help. Reflex Math, Moby Max, and Zearn will also be used during this time. Implemented and monitored by classroom teachers and after school tutors (classroom teachers). • 8 grade level field trips will be planned to extend classroom learning: <ul style="list-style-type: none"> ○ PreK- ○ K – ○ 1st – ○ 2nd- ○ 3rd- ○ 4th- ○ 5th- Baton Rouge Museum & LASM/Nature Center ○ Mild/Moderate SpEd - • 21st Century – Students have the opportunity to participate in homework help, fluency practice, and enrichment programs after school. Daily for 90 min. after school. • KIT Tutoring – Students who qualify for KIT can receive afterschool tutoring. 	<p>Goal(s):</p> <p>1-4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>After School Tutors Trips Stipend and benefits for teachers and bus drivers KIT Tutors Robotics Competition Entry Fee Achieve 3000 Licenses</p>	<p>Effectiveness Measure:</p> <p>LEAP Scaled Scores</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none">• Robotics – 4th-5th students showing responsibility with behavior and academics in class have the opportunity to participate in this after school club to work as a team to accomplish real world problems in society. They do research, collaborate, and learn computer programming.• National Elementary Honor Society – 4th-5th grade students with a 3.0 GPA participate in this group to serve the community locally				
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Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas				
<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. 	<p>Goal(s):</p> <p>1-4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>MHP Salary</p>	<p>Effectiveness Measure:</p> <p>Reflection</p> <hr/> <p>Effectiveness Results:</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> 2nd Steps – the counselor works with classroom teachers to push in, pull a small group, or provide resources to implement the 2nd steps social skills program The counselor work with students individually as needed based on individual students' needs. The counselor provides services for students in the area of social skills, behavior intervention, emotional support, and more so students can access the classroom curriculum better. 	<p>Goal(s):</p> <p>1-4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>2nd Steps Curriculum</p>	<p>Effectiveness Measure:</p> <p>Reflection</p> <hr/> <p>Effectiveness Results:</p>

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Implementation of a schoolwide tiered model to prevent and address problem behavior:				
<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • PBIS Program <ul style="list-style-type: none"> ○ Cardinal Cash – Students can earn Cardinal Cash for following the school wide motto: Safety, On Task, Accountability, Respect. Students bring this cash to lunch to purchase trinkets. ○ Cardinal Café – Cardinal Cards are selected twice a week and students whose names are pulled are invited to sit on the stage with a friend during lunch. ○ PBIS Bash – Quarterly Tier I students can earn PBIS Bash/Pep-rally. During the Bash, Citizens of the Month (students who represent distinguished behaviors are selected monthly to represent their class) will participate in relays and games. ○ Silver Spoons – Classes are selected at lunch daily for best behavior to earn a silver spoon. Weekly, the class with the most silver spoons can sit on the stage. Quarterly, the class with the most silver spoons will earn a pizza party. • Check In/Check Out – At-Risk students are buddied with a faculty mentor to meet with at least twice daily to plan and reflect on their behaviors for the day. 	<p>Goal(s):</p> <p>1-4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Paper Trinkets Pizza</p>	<p>Effectiveness Measure:</p> <p>Discipline Reports Decreased office referrals and suspensions</p> <hr/> <p>Effectiveness Results:</p>
Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • Activity 1- Incoming Pre-K/Kindergarten students and parents/families are introduced to the campus. Parents/families and students meet in the auditorium. On the first day of school, half of each class begins in order to become oriented with routines and procedures. Only the 	<p>Goal(s):</p> <p>1-4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p> <p>Paper</p>	<p>Effectiveness Measure:</p> <p>Attendance Title I Parent Survey</p>

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<p>second half of the students attend school on day two with all students being integrated together on day three.</p> <ul style="list-style-type: none"> • Activity 2 - Transferring students will be assigned a buddy in their homeroom class to orient them to school and classroom procedures. Parents receive a welcome packet when transferring their student to the school. • Activity 3- 5th grade field trip to Jr. High school • Activity 4- 5th grade schedule counseling • Activity 5- Creating Junior High atmosphere (i.e., lockers, Nicky folders, changing classes) • Activity 6- Coordinate with Creekside Jr. High’s Special Ed. department to ensure that 5th grade students’ IEPs are written in accordance with available programs • Activity 7 – Students in grades PreK-4 will participate in move up day. Students will visit classrooms and teachers for the grades above them. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
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Professional Development

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

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> Grade level teachers meet in small groups twice a month (Tuesdays) for approx. 90 min. to analyze data and plan assessments and instruction Facilitated by Administrators, Instructional Coach, and Teachers based on the needs of the grade level. Administrators work to provide additional support from outside sources (curriculum specialists) for teachers to collaboratively work with on data analysis and plan instruction. K-5 teachers will use PLC time to use data (assessments, SLT, LEAP, DIBELS, IRLA, Zearn, Project Read, Achieve 3000) to drive their planning, instruction, and intervention. 	<p>Goal(s):</p> <p>1-4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Paper Instructional coach Salaries for subs</p>	<p>Effectiveness Measure:</p> <p>Reflection Teacher Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> Plain Talk About Literacy – Feb 2020 – Reading conference that teaches strategies for reading and writing in the classroom Great Minds – math modeling and problem solving strategies LMEA – Elementary Music Quarterly Special Education meetings – SpEd teachers meet with school SpEd consultant once a quarter for PD Summer Institute – district wide PD for all grade levels and subjects Teacher Leader Conference – state wide PD for all grade levels and subjects ELA and Math Content Leader Training – a Teacher and instructional coach are attending training to be redelivered to all teachers on important instructional shifts in both ELA and Math instruction. 	<p>Goal(s):</p> <p>1-4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Substitutes Registration Fees Parking and Mileage</p>	<p>Effectiveness Measure:</p> <p>Reflection Teacher Survey</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • District Level Trainings for Grade Level/Subject – Teacher Leaders • During/After School PD opportunities provided by the District • Faculty Meetings/PD Days/Other Job Embedded Training – Curriculum Specialists are invited to work with teachers on evidence based instructional strategies 				
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<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. • Teacher openings are advertised through the district website. • District leaders attend local college and university teacher recruitment fairs in the fall and spring. • The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites. • The District participates in the Teacher Residency Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. • Student Teachers from local universities are placed in schools throughout the district. • The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools. • District Human Resources Coordinator serves as a speaker on college campuses for different education courses. • District Human Resources Coordinator serves on various College of Education department committees at local universities.

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

<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • N/A 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
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Coursework to Earn Post-Secondary Credit: <ul style="list-style-type: none"> N/A 	Goal(s):	Budgets used to support this activity: <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	Items Needed:	Effectiveness Measure: <hr/> Effectiveness Results:
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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

Food Services:

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

Special Education:

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

English Learners (EL):

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

21st Century Programs:

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

Headstart Preschool Programs:

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

4. Regular Monitoring and SIP Revision

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

Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:

- Diagnostic, Interim, and Summative Assessments are given throughout the year
- Data is analyzed during PLCs (twice a month)
- Groups for interventions/extension are determined during data analysis with teachers, administrators, and instructional coaches
- Students are progress monitored in BURST every 10 days, Achieve3000 monthly
- Data is used to determine if groups are to stay the same or if students are to be moved
- Administrators, teachers, and parents will meet quarterly to discuss DIBELS data, report card grades, and SLTs to determine effectiveness of this plan and any necessary adjustments needed to increase student learning
- SIP goals will be reiterated and discussed at Parent/Family Engagement Activities throughout the year

Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- Administrators, teachers, and parents will meet through Parental/Family Engagement Activity quarterly to discuss the school goals and programs implemented for the upcoming school year.

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

- The Administrator(s) will present the results during Open House in the 2019-2020 school year.
- A parent hand out outlining the SIP goals and programs will be provided to school stakeholders at the next PTA meeting.

2019-2020 Committee Members

<p align="center"><u>School Improvement Planning Committee</u> Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p>	<p align="center"><u>Parent/Family Engagement Committee</u> Responsible for the Implementation of the PFE Activities in the SIP</p>
<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Andrea Stant • AP: Justin Burkhardt 	<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Andrea Stant • AP: Justin Burkhardt

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<ul style="list-style-type: none">• Teacher: Hilary Pellitteri• Teacher: Lindsey Johnson• Teacher: Lydia Miller• Parent/Family: Sarah McGinnis• Parent/Family:• Parent/Family:	<ul style="list-style-type: none">• Student:• Teacher: Colleen Alt• Teacher:• Parent/Family: Sarah McGinnis• Parent/Family:• Parent/Family:
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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 stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

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

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

Superintendent Signature

Date

Principal Signature

Date

Chairperson, School Improvement Team Signature

Date