

**2017-2018  
SCHOOL IMPROVEMENT PLAN**

**Sixth Ward Elementary**



**St. Tammany Parish Public Schools**

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

## Sixth Ward Elementary

### 1. COMPREHENSIVE NEEDS ASSESSMENT

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

| STRENGTHS  | WEAKNESSES  |
|--|---|
| 1st grade percentage of At Risk readers has decreased in the last 4 out of 5 years (2012-2016) and Benchmark readers has increased in the last 3 out of 5 years (2013-2016) as per DIBELS Trend Data.              | 2nd grade percentage Benchmark readers has been decreasing between Fall and Spring for the past 5 years (2012-2017) as per DIBELS Trend Data.   |
| CRT Assessment Index Score has increased from 2014-2015 to 2016-2017 from 80.5 points to 89.0 points showing an 8.5 point increase over 2 years.   | The 2014-2015 CRT Assessment Index Score was the lowest at an 80.5.   |
| 5th grade CRT ELA Index scores have steadily increased over the last 3 years (2014-2017) by an average of 6.2 points per year.   | 3rd-5th CRT Social Studies Index scores steadily decreased over the last 5 years (2012-2017) by an average of 10.3 points per year. 3rd grade decreased by an average of 10.7 points per year. 4th grade decreased by an average of 9.4 points per year. 5th grade decreased by an average of 10.9 points per year. |
| 4th grade ELA Index scores have increased the student cohort index score by 24.1 points in 2016-2017 as per CRT scores.  | For 5th grade Math, the Subclaim showing the greatest need is Expressing Mathematical Reasoning at 54% rating Weak (Approaching Basic or Lower). For 5th grade ELA, the Subclaim showing the greatest need is Literary Text at 27% rating Weak.   |
| ELA Index demonstrates a subject area strength across 3rd through 5th grades from years 2014-2017 with a grade level increase as follows: 3rd grade 13.9 points, 4th grade 16.3 points, and 5th grade 17.9 points. | Social Studies Index demonstrates a subject area weakness across 3rd-5th grades from 2012-2017 with a grade level decrease as follows: 3rd grade 7.4, 4th grade 19.9, and 5th grade 27 points. Math Subclaim Modeling and Application demonstrates a subject area weakness across 3rd-5th grades in 2016-2017.      |
| 3rd grade Whole School has been a consistently high subgroup from 2014-2017 in ELA with an increase of 9.9% from 2014-2017, and Math with an increase of 8.6% from 2014-2017.                                      | 3rd grade Students with Disabilities has been a consistently low subgroup from 2012-2017 in both ELA and Math with a decrease of 30.1% proficiency from 2012-2017 and Math with a decrease of 13.8% proficiency from 2012-2017.   |
| 3rd grade Students with Disabilities showed a steady increase in ELA proficiency scores with a total increase of 25.5% between the years 2013 and 2017.  | 5th grade Students with Disabilities showed a steady decrease in proficiency in ELA and Math with a total decrease of 17.4% in ELA and total decrease of 23.7% in Math between the years 2013-2017.   |
| Students with Disabilities showed a decrease in achievement gap in Math from 29.0% in 2015-2016 to 25.1% in 2016-2017 as compared to our Whole School achievement gap staying at 0.0 from 2015 to 2017.            | Students with Disabilities showed an increase in achievement gap in ELA from 22.0% in 2013-2014 to 32.7% in 2014-2015 as compared to our Whole School achievement gap 0.6% in 2013-2014 to 0.0% in 2014-2015.   |

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| <p>3rd grade ELA has increased their proficiency scores for Students with Disabilities from 46.7% in 2014-2015 to 58.8% in 2016-2017 for an increase of 12.1% proficiency.</p>   | <p>5th grade Math has decreased their proficiency scores in the Students with Disabilities subgroup from 58.8% in 2015-2016 to 45.5% in 2016-2017. 5th grade ELA has decreased their proficiency scores in the Students with Disabilities subgroup from 47.1% in 2015-2016 to 36.4% proficiency in 2016-2017.</p> |
| <p><b>DATA SOURCES:</b> School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p> |   |
| <p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>• <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i></li> <li>• <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></li> </ul>   |   |
| <p>1. From Spring 2017-Spring 2018 each cohort of students in grades 4-5 will increase the percentage of students achieving Mastery or above by 15% in Social Studies on LEAP. 4<sup>th</sup> grade 30% to 45%; 5<sup>th</sup> grade 31% to 46%</p>  |   |
| <p>2. From Spring 2017 to Spring 2018 the percentage of students achieving Mastery or above in 4<sup>th</sup> and 5<sup>th</sup> grade math will increase by 10% on LEAP from 52% to 62% in 4<sup>th</sup> grade and 46% to 56% in 5<sup>th</sup> grade.</p>   |   |
| <p>3. K-2 grade students will increase reading achievement by increasing the percentage of students scoring At or Above benchmark on DIBELS Next by 10% from Fall 2017 to Spring 2018 as follows: K – 61% to 71%; 1<sup>st</sup> 53% to 63%; 2<sup>nd</sup> 68%-78%</p>  |   |
| <p>4. From Spring 2017 to Spring 2018 the students in the subgroup Students with Disabilities for grades 3-5 will increase their assessment index score by at least 5 points from 55.6-60 on LEAP.</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 MEASURE   |
|---|---|--|---|---|
| <p><b>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</b></p> <ul style="list-style-type: none"> <li>• Social Studies Night - November 16, 2017 – SIP committee will present SS goal for the year and the steps we will be taking to increase student achievement in SS.</li> <li>• Parental representative sits on SIP committee – quarterly</li> <li>• During all PFE activities - we will discuss parts of the SIP specific to the PFE night.</li> <li>• Monthly PTA Meetings – administrators and teachers will attend meetings to discuss progress towards goals</li> <li>• SIP is accessible on school website</li> <li>• Parents will be presented with evaluation results during 2018 Open House</li> </ul> | <p><b>Goal(s):</b></p> <p>Goals 1-4</p> | <p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b></p> <p>Copy paper</p> | <p><b>Effectiveness Measure:</b></p> <p>Attendance<br/>Parent Survey<br/>Increase in student achievement in SS</p> <hr/> <p><b>Effectiveness Results:</b></p> |
| <p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• SAT meetings – parents give input about their child’s academic needs/progress.</li> </ul>   | <p><b>Goal(s):</b></p> <p>Goals 1-4</p> | <p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>   | <p><b>Items Needed:</b></p> <p>paper</p>      | <p><b>Effectiveness Measure:</b></p> <p>Attendance at SAT/IEP meetings, conferences, and PTA meetings<br/>Data collected from surveys and exit tickets</p>    |

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| <ul style="list-style-type: none"> <li>• IEP meetings – parents make decision about what is best for their child academically.</li> <li>• Parent/Teacher Conferences – parents and teachers work together in the best interest of the children.</li> <li>• PTA meetings – parents give input and make decisions about school events</li> <li>• Surveys, exit tickets, reflections – parents are allowed give feedback that will influence future events.</li> </ul>  |   | <input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> Other   |   | <p><b>Effectiveness Results:</b></p>   |
| <p><b>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>• Robo Call - reminders about events, important announcements</li> <li>• Weekly Teacher Newsletters – each teacher is required to send home a newsletter outlining skills/concepts for the week</li> <li>• jPams – Teachers are required to post grades weekly</li> <li>• Student Progress Center – each parent has access to their child’s grades via this center</li> <li>• School website – updated weekly by the Webmaster with important dates</li> <li>• Report cards – sent home quarterly for progress</li> <li>• Open House – Admin. Presents SIP evaluation from year before, teachers present a PP presentation outlining curriculum and school wide expectations.</li> <li>• NNPS – Being a Title I School we are part NNPS and parents are also involved with the committee</li> <li>• Honor Roll Breakfast – parents are invited to celebrate their students and their achievements once a quarter</li> </ul> | <p><b>Goal(s):</b></p> <p>Goals 1-4</p> | <p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I<br><input type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input checked="" type="checkbox"/> Other | <p><b>Items Needed:</b></p> <p>Paper for certificates<br/>         Breakfast provided by PTA<br/>         NNPS membership</p> | <p><b>Effectiveness Measure:</b></p> <p>2018 Spring Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p> |

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| <p><b>LA Act 436 Requirements:</b></p> <ul style="list-style-type: none"> <li>In compliance with LA Act 436, at least three meetings 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.</li> </ul>   | <p><b>Goal(s):</b></p> | <p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b></p> <p>Copy paper</p> | <p><b>Effectiveness Measure:</b></p> <p>Sign in sheets<br/>Exit tickets</p> <hr/> <p><b>Effectiveness Results:</b></p> |
| <p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, <b>to the extent practicable.</b> (<i>Title VI of the Civil Rights Act of 1964</i>)</li> <li>Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator.</li> <li>Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc.</li> </ul> | <p><b>Goal(s):</b></p> | <p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>            | <p><b>Items Needed:</b></p>                   | <p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>  |

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***Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.***

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| <p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>Math Night – October 19, 2017</li> </ul> <p>Parents participate in standards based math activities with their students. Parents were also provided with math strategies/tips based on standards for each grade level. This hand out included at-home activities to assist parents in their understanding of grade level strategies and standards to be able to help their students at home.</p>  | <p><b>Goal(s):</b></p> <p>Goal 2</p> | <p><b>Budgets</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I<br/> <input type="checkbox"/> GFF<br/> <input type="checkbox"/> Title II<br/> <input type="checkbox"/> LA4<br/> <input type="checkbox"/> IDEA<br/> <input type="checkbox"/> Title III<br/> <input type="checkbox"/> Title IV<br/> <input type="checkbox"/> Perkins<br/> <input type="checkbox"/> JAG<br/> <input type="checkbox"/> Bond Money<br/> <input type="checkbox"/> Other</p> | <p><b>Items Needed:</b></p> <p>Copy paper<br/> Materials for activities</p> | <p><b>Effectiveness Measure:</b></p> <p>Sign in sheets<br/> Exit tickets<br/> 2018 Spring Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p> |
| <p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>Social Studies Night – November 16, 2017</li> </ul> <p>Parents will be invited to the cafeteria to participate in an activity about sourcing documents with our SS Curriculum Specialist, Justin Burkhardt, while the students participate in grade level standards based activities in classrooms. Parents will discover how SS standards and assessments have changed and what steps we are taking as a school to address these changes.</p> | <p><b>Goal(s):</b></p> <p>Goal 1</p> | <p><b>Budgets</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I<br/> <input type="checkbox"/> GFF<br/> <input type="checkbox"/> Title II<br/> <input type="checkbox"/> LA4<br/> <input type="checkbox"/> IDEA<br/> <input type="checkbox"/> Title III<br/> <input type="checkbox"/> Title IV<br/> <input type="checkbox"/> Perkins<br/> <input type="checkbox"/> JAG<br/> <input type="checkbox"/> Bond Money<br/> <input type="checkbox"/> Other</p> | <p><b>Items Needed:</b></p> <p>Copy paper<br/> Materials for activities</p> | <p><b>Effectiveness Measure:</b></p> <p>Sign-in sheets<br/> Exit tickets<br/> 2018 Spring Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p> |

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| <p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li>Literacy Night – February 27, 2018</li> </ul> <p>Parents will participate in grade level activities based on DIEBLS measures and Guidebooks. Teachers will model how to help their children with reading at home and parents will leave with a list of educational apps and websites for students to use at home.</p> | <p><b>Goal(s):</b></p> <p>Goal 3</p> | <p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b></p> <p>Copy paper<br/>Materials for activities</p> | <p><b>Effectiveness Measure:</b></p> <p>sign-in sheets<br/>exit tickets<br/>2018 Spring Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p> |
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**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.)*

| SCHOOLWIDE PLAN STRATEGY  | GOAL(S) ADDRESSED                       | BUDGET(S) USED TO SUPPORT ACTIVITY   | ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:  | EFFECTIVENESS MEASURE  |
|---|---|--|---|--|
| <p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Guidebooks 2.0 – 3<sup>rd</sup> -5<sup>th</sup> grades are using the Guidebook 2.0 Curriculum daily for 4 units in ELA.</li> <li>• ReadyGen – K-2<sup>nd</sup> grades are using ReadyGen Curriculum daily in ELA.</li> <li>• RAPS – Teachers use this writing strategy across all curriculum. Students practice restating, answering questions, and providing evidence for their claims.</li> <li>• Math Models/Problem Solving Strategies – All grades are using modeling and problem solving strategies to approach math problems.</li> <li>• CSR Teacher – 4<sup>th</sup> grade has a teacher funded to keep class sizes smaller.</li> <li>• Push In Tutoring – 2 part-time tutors work with K-2 teachers by working with groups of students daily for enrichment or intervention based on skills being taught in the core curriculum.</li> <li>• Achieve 3000 – 3<sup>rd</sup>-5<sup>th</sup> grade students have access to the computer based reading program Achieve 3000. Teachers are building this program into their Social Studies</li> </ul> | <p><b>Goal(s):</b></p> <p>Goals 1-4</p> | <p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b></p> <p>Achieve 3000 licenses<br/>           Guidebook Curriculum<br/>           ReadyGen Curriculum<br/>           CSR Teacher<br/>           2 Tutors<br/>           Laptops<br/>           Composition Notebooks<br/>           Binders<br/>           Page Protectors<br/>           Expo Markers<br/>           Wireless presenters</p> | <p><b>Effectiveness Measure:</b></p> <p>LEAP scores<br/>           DIBELS scores<br/>           Burst data<br/>           SLT Assessments</p> <hr/> <p><b>Effectiveness Results:</b></p> |

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| <p>curriculum once a week, and two additional times during the week in other subjects.</p> <ul style="list-style-type: none"> <li>• Inclusion Model – Students with Disabilities spend most of their day in the regular education classroom with support from classroom teachers, SPED teachers, speech teachers, and paraprofessionals. Classroom and SPED teachers work together to plan, instruct, and assess students in classroom settings.</li> <li>• Co-Teaching – Regular and SpEd teachers plan and teach lessons together during inclusion.</li> </ul>   |   |   |  |  |
| <p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• DIBELS – K-2<sup>nd</sup> grade Students are assessed on reading fluency and comprehension at the beginning, middle, and end of the year.</li> <li>• LEAP 360 – Students in 3<sup>rd</sup>-5<sup>th</sup> grade take SLT 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 progress on the grade level standards.</li> <li>• SLTs – Students take SLT tests in K-5 at the beginning, middle, and end of the year to assess the standards they should be mastering.</li> <li>• LEAP 2025 – 3<sup>rd</sup>-5<sup>th</sup> students take the state-wide end of year test for Math, Science, Social Studies, and ELA.</li> <li>• Weekly Assessments – Teachers use common assessments across the grade levels.</li> </ul> | <p><b>Goal(s):</b></p> <p>Goals 1-4</p> | <p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b></p>              | <p><b>Effectiveness Measure:</b></p> <p>LEAP<br/>SLTs<br/>DIBELS</p> |
| <p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• Administrators, teachers, and interventionists look at data from multiple sources to determine students needing interventions.</li> <li>• K-2 –</li> </ul>   | <p><b>Goal(s):</b></p> <p>Goals 1-4</p> | <p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>  | <p><b>Items Needed:</b></p> <p>Paper</p> | <p><b>Effectiveness Measure:</b></p> <p>LEAP<br/>DIBELS</p>          |

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| <ul style="list-style-type: none"> <li>○ Students scoring below benchmark on DIBELS.</li> <li>○ Teacher recommendations and observations based on classroom grades and report cards</li> <li>○ Retention students</li> <li>○ SLT tests</li> <li>● 3-5 –             <ul style="list-style-type: none"> <li>○ SLT tests</li> <li>○ LEAP scores</li> <li>○ Teacher recommendations and observations based on classroom grades, progress reports, and report cards</li> </ul> </li> </ul>  |   | <input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> Other   |  | <p><b>Effectiveness Results:</b></p>  |
| <p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>● ReflexMath – 3<sup>rd</sup>-5<sup>th</sup> 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</li> <li>● Burst – K-2<sup>nd</sup> grade students scoring below benchmark on DIBELS work on fluency and phonemic awareness skills with tutors for 30 min. daily with progress monitoring on every 7<sup>th</sup> day.</li> <li>● Fast Forward – 2<sup>nd</sup>-5<sup>th</sup> students who are struggling readers use this online based program to practice phonics and phonemic awareness for 30 min. daily.</li> <li>● Small Group Instruction – K-5<sup>th</sup> grade teachers use the strategy of small group instruction daily in all subjects to address the needs of struggling learners.</li> <li>● Project Read – K-5<sup>th</sup> grade at risk students and students with disabilities use this ELA intervention for 30 min. daily.</li> <li>● Push In Tutoring – 2 part-time tutors work with K-2 teachers by working with groups of students daily for enrichment or intervention based on skills being taught in the core curriculum.</li> <li>● After School Tutoring – Teachers will work with 3<sup>rd</sup>-4<sup>th</sup> 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</li> </ul> | <p><b>Goal(s):</b></p> <p>Goals 1-4</p> | <p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I<br><input type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4<br><input checked="" type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> Other | <p><b>Items Needed:</b></p> <p>Reflex Math Licenses<br/>         Achieve 3000 Licenses<br/>         2 Tutors<br/>         After School Tutors<br/>         Fast Forward Licenses<br/>         Burst Kits<br/>         Paper<br/>         Laptops</p> | <p><b>Effectiveness Measure:</b></p> <p>LEAP data–<br/>         DIBELS data<br/>         Burst data<br/>         Fast Forward data</p> <hr/> <p><b>Effectiveness Results:</b></p> |

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| <p>review/remediation of skills previously taught along with homework help.</p> <ul style="list-style-type: none"> <li>Achieve 3000 - 3<sup>rd</sup>-5<sup>th</sup> grade students have access to the computer based reading program Achieve 3000. This is being used once a week in the SPED classrooms and once a week during afterschool tutoring for at risk students.</li> </ul>   |                                      |  |                                       |   |
| <p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> | <p><b>Goal(s):</b><br/>Goals 1-4</p> | <p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>                       | <p><b>Items Needed:</b><br/>Paper</p> | <p><b>Effectiveness Measure:</b><br/>LEAP<br/>DIBELS</p> <hr/> <p><b>Effectiveness Results:</b></p> |
| <p><b>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</b></p> <ul style="list-style-type: none"> <li>The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</li> </ul>     | <p><b>Goal(s):</b></p>               | <p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input checked="" type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b></p>           | <p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>                     |

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| <p><b>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</b></p> <ul style="list-style-type: none"> <li>• Co-Teaching/Inclusion – K-5<sup>th</sup> 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.</li> <li>• MAE Teacher – Supports students with at-risk behaviors to experience success in the regular education setting.</li> <li>• Gifted Teacher – Supports the enrichment of students academically above grade level.</li> <li>• Title I Interventionist – works closely with classroom teachers to provide specific interventions to support student learning</li> </ul>   | <p><b>Goal(s):</b></p> <p>Goals 1-4</p> | <p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>                                  | <p><b>Items Needed:</b></p>  | <p><b>Effectiveness Measure:</b></p> <p>LEAP<br/>DIBELS<br/>Decreased Number of Referrals</p> <hr/> <p><b>Effectiveness Results:</b></p> |
| <p><b>Extended Learning Opportunities (within and beyond the school day and the school year):</b></p> <ul style="list-style-type: none"> <li>• After School Tutoring – Teachers will work with 3<sup>rd</sup>-4<sup>th</sup> 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.</li> <li>• Field Trips – Each grade levels takes 1 away from school trip to extend classroom learning.             <ul style="list-style-type: none"> <li>○ K – Pumpkin Patch</li> <li>○ 1<sup>st</sup> – Discoveries (Hammond)</li> <li>○ 2<sup>nd</sup> – Aquarium of America’s</li> <li>○ 3<sup>rd</sup> – Mandeville Lighthouse</li> <li>○ 4<sup>th</sup> – Insectarium</li> <li>○ 5<sup>th</sup> – Baton Rouge Capital; Infinity Science Center</li> </ul> </li> <li>• KIT Tutoring – Students who qualify for KIT can receive afterschool tutoring.</li> <li>• Robotics – 4<sup>th</sup>-5<sup>th</sup> 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</li> </ul> | <p><b>Goal(s):</b></p> <p>Goals 1-4</p> | <p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b></p> <p>Entry Fees for Field Trips<br/>Stipend and benefits for teachers and bus drivers<br/>Robotics Competition Entry Fee<br/>Achieve 3000 Licenses</p> | <p><b>Effectiveness Measure:</b></p> <p>LEAP<br/>DIBELS<br/>Report Card Grades</p> <hr/> <p><b>Effectiveness Results:</b></p>            |

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| <p>accomplish real world problems in society. They do research, collaborate, and learn computer programming.</p> <ul style="list-style-type: none"> <li>Honor Society – 4<sup>th</sup>-5<sup>th</sup> grade students with a 3.0 GPA participate in this group to serve the community locally.</li> </ul>  |   |  |   |   |
| <p><b><i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:</i></b></p>  |   |  |   |   |
| <p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>Due to the transient and often unstable environments that many of our school's students experience, a <b>Mental Health Provider (MHP)</b> will work with students <u>20</u> hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.</li> </ul> | <p><b>Goal(s):</b></p> <p>Goals 1-4</p> | <p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b></p> <p>MHP salary</p>                     | <p><b>Effectiveness Measure:</b></p> <p>Outcome Measures for MHP Chart</p> <hr/> <p><b>Effectiveness Results:</b></p> |
| <p><b><i>Implementation of a schoolwide tiered model to prevent and address problem behavior:</i></b></p>   |   |  |   |   |
| <p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>PBIS Program <ul style="list-style-type: none"> <li>Cardinal Cards – Students can earn Cardinal Cards for following the school wide motto: Be There, Make their Day, Choose their Attitude, Play.</li> </ul> </li> </ul>  | <p><b>Goal(s):</b></p> <p>Goals 1-4</p> | <p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>  | <p><b>Items Needed:</b></p> <p>Paper<br/>Trinkets<br/>Popcorn</p> | <p><b>Effectiveness Measure:</b></p> <p>Decreased office referrals and suspensions</p>                                |

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| <p>Students bring these cards to the front of the school and place them in a Fishbowl.</p> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ PBIS Bash - Twice a quarter based on teacher recommendation and office referrals students are placed into 4 tiers and receive rewards accordingly. (Tier 4 Popcorn and G rated Movie Party with Free Dress, Tier 3 Free Dress, Tier 2 Trinket, Tier 1 nothing)</li> <li>● Up-standers Club – 1<sup>st</sup>-5<sup>th</sup> grade students meet once a quarter to discuss strategies for reducing bullying at their school.</li> <li>● 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.</li> </ul> |  | <input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> Other |  | <p><b>Effectiveness Results:</b></p> |
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**Strategies for Assisting Students in the Transition from One School to the Next:**

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| <p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <p>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 second half of the students attend school on day two with all students being integrated together on day three.</p> <p>Activity 2 - Transferring students will be assigned a buddy in their homeroom class to orient them to school and classroom procedures.</p> <p>Activity 3- 5th grade field trip to Jr. High school</p> <p>Activity 4- 5th grade schedule counseling</p> | <p><b>Goal(s):</b></p> <p>Goals 1-4</p> | <p><b>Budgets used to support this activity:</b></p> <input type="checkbox"/> Title I<br><input type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> Other | <p><b>Items Needed:</b></p> | <p><b>Effectiveness Measure:</b></p> <p>Attendance/sign in sheets<br/>         Surveys, feedback from exit tickets</p> <hr/> <p><b>Effectiveness Results:</b></p> |
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| <p>Activity 5- Creating Junior High atmosphere (i.e., lockers, Nicky folders, changing classes)</p> <p>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</p>  |   |  |  |  |
| <p><b>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:</b></p>  |   |  |  |  |
| <p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>Grade level teachers meet in small groups every other Tuesday of the month for approx. 90 min. to discuss curriculum and goals to improve student achievement.</li> <li>Facilitated by Administrators, Instructional Coach, and Teachers based on the needs of the grade level.</li> <li>K-2 teacher’s focus is implementation of new Ready Gen reading series.</li> <li>3-5 ELA teacher’s focus is implementation of new Guidebook Units.</li> <li>3-5 SS/Science teachers will focus on planning lessons with new science standards and SS lessons using updated Guaranteed Curriculum.</li> </ul> | <p><b>Goal(s):</b></p> <p>Goals 1-4</p> | <p><b>Budgets</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I<br/> <input type="checkbox"/> GFF<br/> <input type="checkbox"/> Title II<br/> <input type="checkbox"/> LA4<br/> <input type="checkbox"/> IDEA<br/> <input type="checkbox"/> Title III<br/> <input type="checkbox"/> Title IV<br/> <input type="checkbox"/> Perkins<br/> <input type="checkbox"/> JAG<br/> <input type="checkbox"/> Bond Money<br/> <input type="checkbox"/> Other</p>            | <p><b>Items Needed:</b></p> <p>Instructional Coach<br/> Subs for Teachers</p>  | <p><b>Effectiveness Measure:</b></p> <p>Attainment of Goals</p> <hr/> <p><b>Effectiveness Results:</b></p> |
| <p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>Great Minds Institute – math modeling and problem solving strategies</li> <li>Plain Talk Literacy and Learning – strategies for reading and writing instruction in the classroom</li> <li>Get Your Teach On – workshop focused on student engagement and achievement</li> <li>Kagan Training – strategies for student engagement and cooperation in the classroom</li> <li>Guidebook 2.0 Training – district wide training given by curriculum specialist on Guidebook curriculum</li> <li>Summer Institute – district wide PD for all grade levels and subjects</li> </ul>                                    | <p><b>Goal(s):</b></p> <p>Goals 1-4</p> | <p><b>Budgets</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I<br/> <input checked="" type="checkbox"/> GFF<br/> <input type="checkbox"/> Title II<br/> <input type="checkbox"/> LA4<br/> <input type="checkbox"/> IDEA<br/> <input type="checkbox"/> Title III<br/> <input type="checkbox"/> Title IV<br/> <input type="checkbox"/> Perkins<br/> <input type="checkbox"/> JAG<br/> <input type="checkbox"/> Bond Money<br/> <input type="checkbox"/> Other</p> | <p><b>Items Needed:</b></p> <p>Subs<br/> Fees for Parking<br/> Registration Fees for 2017 Plain Talk, Get Your Teach On, and Great Minds</p> | <p><b>Effectiveness Measure:</b></p> <p>Attainment of Goals</p> <hr/> <p><b>Effectiveness Results:</b></p> |



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| <ul style="list-style-type: none"> <li>• Teacher Leader – state wide PD for all grade levels and subjects</li> <li>• Faculty Meetings/PD Days</li> <li>• PD Specific for Students with Disabilities Subgroup             <ul style="list-style-type: none"> <li>○ Project Read Training – multisensory reading program for struggling students</li> <li>○ SPED Guidebook 2.0 Training – district wide training given by the SPED curriculum specialist on Guidebook curriculum</li> </ul> </li> </ul>   |   |  |                             |   |
| <p><b>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</b></p> <ul style="list-style-type: none"> <li>• All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.</li> <li>• Teacher openings are advertised through the district website.</li> <li>• District leaders attend local college and university teacher recruitment fairs in the fall and spring.</li> <li>• The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites.</li> <li>• Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.</li> <li>• Placement of Student Teachers from local universities</li> <li>• The STAR (Students Teaching And Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.</li> <li>• District Human Resources Coordinator serves as a speaker on college campuses for different education courses.</li> <li>• District Human Resources Coordinator serves on various College of Education department committees at local universities.</li> </ul> | <p><b>Goal(s):</b></p> <p>Goals 1-4</p> | <p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b></p> | <p><b>Effectiveness Measure:</b><br/>Attainment of Goals</p> <hr/> <p><b>Effectiveness Results:</b></p> |

**Sixth Ward Elementary**

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

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

## Sixth Ward Elementary

### ***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, or Title III funding.

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

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

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

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

#### **Headstart Preschool Programs:**

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

Sixth Ward Elementary

**4. Regular Monitoring and SIP Revision**

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

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

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

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

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

- Teachers and administrators will look at DIBELS and SLT data to continue using strategies and programs that are showing growth with students and adjust strategies and programs that are not working.

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

- The Administrator(s) will present the results during Open House in the 2018-2019 school year.