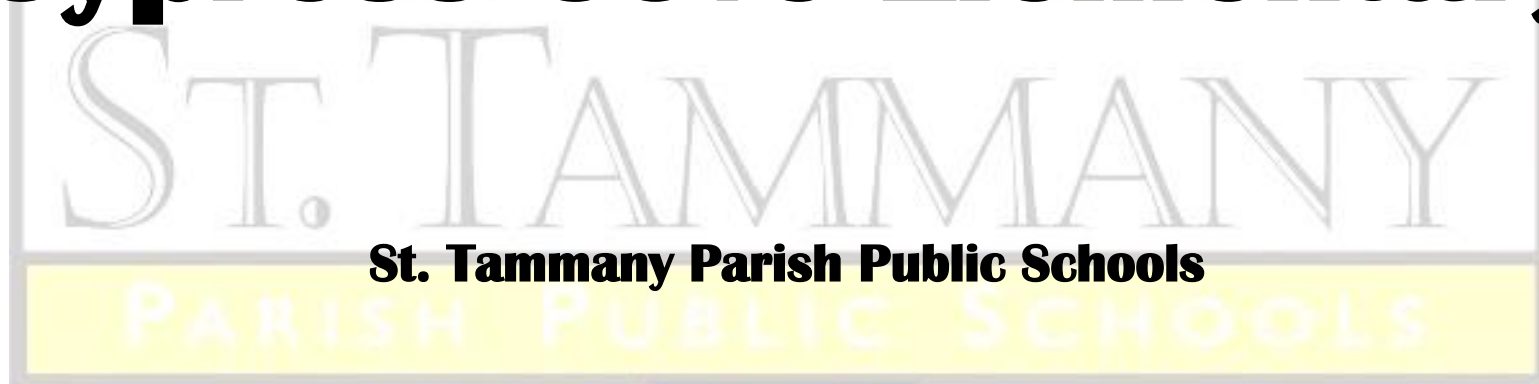


**2019-2020  
SCHOOL IMPROVEMENT PLAN**

**Cypress Cove Elementary**



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

**Cypress Cove Elementary 2019-2020**

**1. COMPREHENSIVE NEEDS ASSESSMENT**

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

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
Over the past two years, Kindergarten and first grade students increased at benchmark scores by at least 5% points (kindergarten spring 2018 and spring 2019 at 14% ; first grade spring 2018 5% spring 2019 14%)	Over the past two years, kindergarten and first grade students decreased above benchmark scores by at least 11% (kindergarten spring 2018 3%, kindergarten spring 2019 8%, first grade spring 2018 11%, and first grade spring 2019 10%)
From 2018 to 2019 our assessment index score increased 7.7 points (2019 74.3 points, 2018 81.9 points)	From 2018 to 2019 our Progress Index score decreased by .7 points (2019 97.4 to 2018 98.1)
Over the past year from 2018 to 2019, 3rd grade Social Studies Index score increased by 12.2%points (2018 56 index points; 2019 68.2 index points)	The number of suspensions have increased in kindergarten by 3% points from 2018-2019. (2018 - 0%; 2019- 3%).
In 3rd Grade Vocabulary subcategory was the highest percent proficient in ELA in 2019 at 67%.	In 3rd grade written expression subcategory was the lowest percent proficient in ELA in 2019 at 39%
In 3rd Grade Vocabulary subcategory was the highest percent proficient in ELA in 2019 at 67%.	In 3rd grade written expression subcategory was the lowest percent proficient in ELA in 2019 at 39%.
Over the past 4 years the Asian/Pacific Islander subgroup has consistently scored higher than all other subgroups according to the assessment index scores.	Over the past few years the Students with Disabilities subgroup has consistently scored lower than all other subgroups according to the assessment index scores.
In the whole school, Asian/Pacific Islander students consistently have increased their index scores by at least 7 points each year (up 20 points in 2019 at 120 points)	Students with Disabilities have the lowest subgroup index in Science and Social Studies from 2016-2019 (Science 2016 47.3 down to 23.6 in 2019 and Social Studies in 2017 27.5 down to 20.7 in 2019)
In 2019 the subgroup with the highest SPS score was white students at 89.6 points.	In 2019 the subgroup with the lowest SPS score was students with disabilities at 50.1 points .
Asian/Pacific Islander subgroup has consistently scored highest index in ELA and Math for the past 4 years (ELA - 2018 100 points, 2019 120 points) (Math 2018 125 points and 2019 100 points)	Students with Disabilities subgroups has consistently scored lower in ELA and Math and for the past 4 years (ELA 2018 47.3 points and 2019 26.8 points) (Math 2018 33.2 points and in 2019 20.7 points)
<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/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	

Cypress Cove Elementary 2019-2020

**GOALS**

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis*
- *Must Include at Least 1 Subgroup Goal*

1. K-1 grade students will increase reading achievement by increasing the percentage of students scoring at or above benchmark on DIBELs Next by 5% points from Fall 2019 to Spring 2020 as follows: K 58 % to 63 % 1<sup>st</sup> grade 55 % to 60 %

2. From Spring 2019 to Spring 2020 the amount of students achieving Mastery or Above on the LEAP 2025 will increase by 4 index points: 3<sup>rd</sup> grade from 82.6 points to 86.6 points.

3. From Spring 2019 to Spring 2020 the student in the subgroup Students with Disabilities will increase their Assessment Index on LEAP 2025 as follows: ELA increase by at least 5 index points from 44.5 points to 49.5 points Math increase by at least 3 index points from 26.8 points to 29.8 points.

4.

5.

## 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><b>Design:</b></p> <ul style="list-style-type: none"> <li>• SIP draft will be discussed at monthly PTA Meeting</li> <li>• SIP is available on district website</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Sign in sheets</li> </ul>	<p>Goal(s): 1,2,3</p>	<p>Budgets 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"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p>Items Needed: SIP Plan</p>	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<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"> <li>• Monthly PTA Meetings</li> <li>• Meetings with School Board Member</li> </ul>	<p>Goal(s): 1,2,3</p>	<p>Budgets 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>Items Needed: agenda</p>	<p>Effectiveness Measure: Parent Survey</p>

**Cypress Cove Elementary 2019-2020**

		<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		<b>Effectiveness Results:</b>
<p><b>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>• <i>Weekly Teacher Newsletters</i></li> <li>• <i>Robo Calls from Administration</i></li> <li>• <i>JPams</i></li> <li>• <i>PTA Newsletters</i></li> <li>• <i>Parent/Teacher Conferences</i></li> <li>• <i>Student Assistance Team Meetings</i></li> <li>• <i>Open House</i></li> <li>• <i>Home/School Connection Newsletters</i></li> </ul>	<b>Goal(s):</b> 1,2,3	<b>Budgets</b> used to support this activity: <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	<b>Items Needed:</b>	<b>Effectiveness Measure:</b> Parent Survey  <hr/> <b>Effectiveness Results:</b>
<b>Translation Services:</b> <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;</li> </ul>	<b>Goal(s):</b>	<b>Budgets</b> used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <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	<b>Items Needed:</b>	<b>Effectiveness Measure:</b> Parent Survey  <hr/> <b>Effectiveness Results:</b>

**Cypress Cove Elementary 2019-2020**

<p>Testing Information; Registration Documents; Home Language Survey, etc.</p> <ul style="list-style-type: none"> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; Enrollment process; Counseling on Eligibility for 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.</li> </ul>		<input type="checkbox"/> DSS <input type="checkbox"/> Other		
<p><b><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.</i></b></p> <p><b><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></b></p>				
<p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>New Parent Meetings held several times at the beginning of the school year to ensure parents understand how our school functions.</li> </ul>	<p><b>Goal(s):</b> 1 and 2</p>	<p><b>Budgets</b> 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 type="checkbox"/> Other	<p><b>Items Needed:</b> Parent handouts</p>	<p><b>Effectiveness Measure:</b> 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>Meet and Greet before school starts to ensure parents and our young students are comfortable with their new environment</li> </ul>	<p><b>Goal(s):</b> 1, 2, and 3</p>	<p><b>Budgets</b> 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	<p><b>Items Needed:</b> Parent Handouts</p>	<p><b>Effectiveness Measure:</b> Parent Survey</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		<b>Effectiveness Results:</b>
<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li>Parent Conferences as needed throughout the year to communicate with parents their child’s needs.</li> </ul>	<p><b>Goal(s):</b> 1,2, 3</p>	<p><b>Budgets</b> 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 type="checkbox"/> Other	<p><b>Items Needed:</b> Student data Parent handouts</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 4:</b></p> <ul style="list-style-type: none"> <li>Open House in the beginning of the school year to communicate the curriculum and classroom structure</li> </ul>	<p><b>Goal(s):</b> 1 and 2</p>	<p><b>Budgets</b> 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 checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS	<p><b>Items Needed:</b> <b>Classroom projectors</b> <b>Parent handouts</b></p>	<p><b>Effectiveness Measure:</b> Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Cypress Cove Elementary 2019-2020**

		<input type="checkbox"/> Other		
<p><b>Parent Family Engagement Activity 5:</b></p> <ul style="list-style-type: none"> <li>End of the Year Parent Survey so that parents are able to give feedback on their child's school experience and understanding of the curriculum</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>Budgets</b> 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 type="checkbox"/> Other	<p><b>Items Needed:</b> Survey Link</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p>
				<p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 6:</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> 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"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>
				<p><b>Effectiveness Results:</b></p>



### 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
<p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Eureka Math Curriculum – based on Louisiana State Standards</li> <li>• IRLA Toolkit (Independent Reading Level Assessment) gives specific data that tells the teacher where a student is to accelerate student’s reading growth</li> <li>• ReadyGen – Literacy Program based on Louisiana State Standards</li> <li>• McGraw Hill Inspire Science Curriculum – based on Louisiana State Standards</li> <li>• Guaranteed Curriculum – all subject levels based on Louisiana State Standards</li> </ul>	<p><b>Goal(s):</b> 1,2,3</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 checked="" 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"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Eureka Manuals</li> <li>Eureka Student Materials</li> <li>IRLA Assessment Book</li> <li>IRLA Toolkit</li> <li>ReadyGen Manuals</li> <li>ReadyGen Student Materials</li> <li>Guaranteed Curriculum</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>DIBELs</li> <li>Lesson Plans</li> <li>SLT Data</li> <li>IRLA Data</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• IRLA – foundational reading skills</li> <li>• DIBELs Next – literacy skills</li> <li>• SLT – ELA and Math readiness</li> <li>• 6 common assessments per grade level - ELA and Math grades</li> </ul>	<p><b>Goal(s):</b> 1,2,3</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 checked="" 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"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>IRLA Assessment Book DIBELs Assessment Book SLT Readiness Assessments ELA and Math Assessments</p>	<p><b>Effectiveness Measure:</b></p> <p>DIBELs Lesson Plans SLT Data IRLA Data</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• <b>All Students with Disabilities receive the above curriculum</b></li> <li>• <b>Special Education Paras</b></li> <li>• <b>Inclusion Classrooms</b></li> <li>• <b>Unique Learning</b></li> <li>• <b>Staugler Assessment</b></li> </ul>	<p><b>Goal(s):</b> 1,2,3</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 checked="" 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"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Unique Learning Program Staugler Rubric</p>	<p><b>Effectiveness Measure:</b></p> <p>Quarterly Progress Reports</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</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 EL student to focus on</li> </ul>	<p><b>Goal(s):</b> 1,2,3</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>Para-Educator Project Read Materials ELPT Computers</p>	<p><b>Effectiveness Measure:</b></p> <p>ELPT Data</p>

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<p>meaning and then engage in the content specific practices in ELA, math, social studies, and science.</p> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>• English Learner Para-Educator</li> <li>• Inclusion for EL Learners</li> <li>• Resource Room for EL Learners</li> <li>• Project Read</li> <li>• ELPT Assessment</li> </ul>		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
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***Interventions for At-Risk Students***

<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• DIBELs (literacy skills assessment)</li> <li>• District Created Assessments for ELA and Math</li> <li>• DRDP (Desired Results Developmental Profile)</li> <li>• Curriculum Assessments</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" 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><b>Items Needed:</b></p> <p>DIBELs testing booklets          District Tests          DRDP Rubric</p>	<p><b>Effectiveness Measure:</b>          Progress Monitoring          SLT Data          IRP 1-2 for SAT</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• Interventions are determined based on the above assessments</li> <li>• Research based interventions are used based on student needs</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4	<p><b>Items Needed:</b>          Research based interventions</p>	<p><b>Effectiveness Measure:</b>          Progress Monitoring          SLT Data          IRP 1-2 for SAT</p>

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<ul style="list-style-type: none"> <li>Classroom Teacher is responsible for interventions, the SAT Chairperson monitors the intervention data</li> <li>Interventions are conducted 3-4 times per week for at least 15 minutes each session</li> </ul>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other		<b>Effectiveness Results:</b>
<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>Teacher Assistance Team is designed to help the classroom teacher decide on an appropriate research based intervention determined by the student’s needs. The Technology Resource Teacher monitors the data to determine success</li> <li>Student Assistance Team is designed to help the classroom teacher decide on an appropriate research based intervention determined by the student’s needs. This team is made up of professionals from several support personnel within the school. The Technology Resource Teacher monitors the data to determine success.</li> <li></li> <li></li> </ul>	<b>Goal(s):</b> 1,2,3	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" 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	<b>Items Needed:</b> Research based interventions	<b>Effectiveness Measure:</b> Progress Monitoring SLT Data IRP 1-2 for SAT  <b>Effectiveness Results:</b>
<p><b>Interventions Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>Interventions are determined based on assessments</li> <li>Research based interventions are used based on student needs</li> </ul>	<b>Goal(s):</b> 3	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4	<b>Items Needed:</b> Research Based Interventions	<b>Effectiveness Measure:</b> Progress Monitoring SLT Data IRP 1-2 for SAT

**Cypress Cove Elementary 2019-2020**

<ul style="list-style-type: none"> <li>Special Education Teacher is responsible for interventions, Interventions are conducted 3-4 times per week for at least 15 minutes each session</li> </ul>		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<b>Effectiveness Results:</b>
<p><b>Interventions Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>Interventions are determined based on assessments</li> <li>Research based interventions are used based on student needs</li> <li>Special Education Teacher is responsible for interventions, Interventions are conducted 3-4 times per week for at least 15 minutes each session</li> </ul>	<b>Goal(s):</b> 1,2,3	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<b>Items Needed:</b> Research Based Interventions	<b>Effectiveness Measure:</b> ELPT Data  <hr/> <b>Effectiveness Results:</b>
<b><i>Support and Extended Learning</i></b>				
<p><b>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):</b></p> <ul style="list-style-type: none"> <li><b>Inclusion classroom</b> for all students where the special education teachers will collaborate with regular education</li> </ul>	<b>Goal(s):</b> 1,2,3	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4	<b>Items Needed:</b>	<b>Effectiveness Measure:</b> DIBELs Next Scores SLT Assessments Progress Reports

**Cypress Cove Elementary 2019-2020**

<p>teachers to maintain lesson modifications and enhancements.</p> <ul style="list-style-type: none"> <li>• Resource rooms for 1<sup>st</sup> grade students where the special education teachers will collaborate with regular education teachers to maintain lesson modifications and enhancements.</li> <li>• MAE classroom for 1<sup>st</sup> grade students- in this classroom students receive 1-1 and small group instruction. throughout the day, behavior modifications are implemented to guarantee student success.</li> <li>• Instructional Coach who provides resources aligned with our curriculum.</li> <li>• Music, PE, Art and Library is included within our instructional minutes each week for every student.</li> <li>• Support Services (Deaf, Occupational Therapy, Speech Services, Physical Therapy, and Adapted PE) is available to those students on an as needed basis</li> <li>• KIT is a program that will provide school supplies, uniforms, and funds for field trips for students that qualify as a Kid in Transition.</li> </ul>		<input checked="" type="checkbox"/> IDEA <input checked="" 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><b>Effectiveness Results:</b></p>
<p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21<sup>st</sup> Century, before or after school tutoring, field trips):</b></p> <ul style="list-style-type: none"> <li>• The school provides a fee based afterschool program for students where the students are given 1-1 help with homework and school assignments.</li> <li>• Each grade level experiences 2 field trips per year based on Louisiana State Standards.</li> <li>• Southeastern Louisiana University provides student interns to help with remediation.</li> <li>• Curious Science Investigators Summer Camp is offered as a fee based summer camp to enhance Grade Level Expectations.</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>Budgets</b> 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><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> DIBELs Next scores SLT scores</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas**

<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 full-time <b>Mental Health Provider (MHP)</b> 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.</li> <li>•</li> </ul>	<p><b>Goal(s):</b> 1,2,3</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 checked="" type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> MHP Reports Student Discipline Data</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>• <b>Our full time counselor provides good character and life skill lessons monthly to every student.</b></li> <li>• <b>Our counselor also assists with counseling and emotional needs of our students.</b></li> <li>•</li> </ul>	<p><b>1,2,3</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Student Discipline Data</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Implementation of a schoolwide tiered model to prevent and address problem behavior:**

**Cypress Cove Elementary 2019-2020**

<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• The counselor at school provides monthly character lessons for each classroom. She also implements a bully awareness program for classroom teachers to implement.</li> <li>• TJ’s nest was created for students with at-risk behaviors. This program assigns coaches to students. The coaches meet with students twice daily. Students are encouraged to show positive behavior and are rewarded on a point system.</li> <li>• Eagle Buddies is another program that focuses on students that may be struggling with emotional issues. Staff volunteer to buddy up with students. Each buddy meets with his or her student weekly.</li> <li>• Every day the administrators provide “shout outs” to students for every day achievements. These achievements include behavior and academics.</li> <li>• Students are also rewarded with Golden Tickets. These are given when students show good behavior. The tickets are then collected and prizes are chosen from the tickets. This is done several times a week.</li> </ul>	<p><b>Goal(s):</b> 1,2,3</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"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> TJs Nest Score Sheets Golden Tickets</p>	<p><b>Effectiveness Measure:</b> Student Discipline Data</p> <hr/> <p><b>Effectiveness Results:</b></p>
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**Cypress Cove Elementary 2019-2020**

<b>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <p><b>Incoming:</b>                      Our school provides school tours several times throughout the year. However, most tours coincide with the end of the year for in-coming kindergarten students. A part of this tour includes an informational meeting for parents.</p> <p><b>Outgoing:</b>                      First grade students go on a school tour of our feeder school, Honey Island (grades 2-3).</p>	<p><b>Goal(s):</b>                      1,2,3</p>	<p><b>Budgets used to support this activity:</b></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"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b>                      Parent Survey                      Teacher Observations</p> <hr/> <p><b>Effectiveness Results:</b></p>

## 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><b>Professional Learning Communities (PLCs):</b></p> <p>Every week teachers meet in a grade level group for a 40 min. collaboration time. An administrator/s and Instructional Coach, and Technology Resource Teacher will join the PLC as needed. During this time, teachers analyze classroom SLT data, explore age appropriate lessons, and coordinate guaranteed curriculum endeavors. The meeting results are recorded and reviewed each week. Any information that is gained is shared within grade levels throughout the week. Examples of activities produced from these meetings are guided reading activities, math center activities, and phonics instruction. An Instructional Coach provides curriculum aligned lesson ideas during this time.</p>	<p><b>Goal(s):</b> 1,2,3</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 checked="" 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"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> PLC tracking sheet</p>	<p><b>Effectiveness Measure:</b> Teacher Observations</p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Learning walks are done within the school twice a year. Teachers observe classroom best practices. Observed teachers are given positive feedback from other teachers and administrators after observations.</li> <li>• Teachers also attend workshops during and after school hours. These workshops focus on enhancing student skills in reading and math.</li> <li>• New teachers meet once a week to help collaborate and review lessons for the upcoming week. Administrators help the new teachers with school procedures and guaranteed curriculum lessons.</li> <li>• Grade level meeting are held quarterly. At these meeting teachers collaborate on future lessons and SLT alignment.</li> <li>• Our entire school is doing a book study, "Managing Mayhem" The Early Childhood MHP will provide professional development on how to effectively utilize the strategies of the book.</li> </ul>	<p><b>Goal(s):</b> 1,2,3</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 checked="" 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"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Managing Mayhem Book</p>	<p><b>Effectiveness Measure:</b> Teacher Observations Student Discipline Data</p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>

**Cypress Cove Elementary 2019-2020**

**Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:**

- 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><b>Career and Technical Education Programs:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> 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"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>
				<p><b>Effectiveness Results:</b></p>
<p><b>Coursework to Earn Post-Secondary Credit:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>

**Cypress Cove Elementary 2019-2020**

		<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		<b>Effectiveness Results:</b>
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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.

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

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

**Headstart Preschool Programs:**

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

**4. Regular Monitoring and SIP Revision**

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

**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:**

- Throughout the year teachers and administrators analyze data from SLTs, DIBELS Next, Eureka Math Module assessments, ReadyGen Performance Based Assessments and IRLA Data. This data will help drive instruction and remediation strategies.

**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:**

- Several times a year the SIP Committee will meet to analyze data collected during PLCs. These meetings will note problems and advances that align with the SIP implementation.

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

- Evaluation results will be shared with teachers through faculty meetings and PLCs. Parents and community members will be notified through PTA meetings and newsletters

**2019-2020 Committee Members**

School Improvement Planning Committee

Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP

Members Include:

- Principal: Lisa Dial
- AP: Jackie Crawford
- Teacher: Lauri Smith
- Teacher: Phuong Normand
- Parent/Family: Melissa Weissbohn
- Parent/Family: Rachel Fradella
- Parent/Family: Lindsay Minyard

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- Principal: Lisa Dial
- Student:
- Teacher: Lauri Smith
- Teacher: Phuong Nomrand
- Parent/Family: Melissa Weissbohn
- Parent/Family: Rachel Fradella
- Parent/Family: Lindsay Minyard



## 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