Avoyelles Parish Schools

Title I School Wide Plan

Cottonport Elementary School
School Name

2021-2022
School Year

School Information

School Name:	Cottonport Elementary
Address:	950 Lemoine Street
	Cottonport, LA 71327
Grade Span:	Pre-K-6
School's Mission:	The mission of Cottonport Elementary School is to motivate and grow responsible and respectful, lifelong learners in a positive environment fostered by a cooperative effort among all staff, students, families, and community.
Principal:	Shalonda Washington-Berry
Assistant Principal:	Ashley L. Ducote
Instructional Coach:	Candice Hardy

School Leadership Team

Administrator	Shalonda Washington-Berry		
Administrator	Ashley L. Ducote	Student Advisory	Kye Bergeron
Instructional Coach	Candice Hardy	Social Worker	Cecelia Robinson
Teacher	Sharon Smoot	SPED	Katelyn Snyder
Teacher	Keonte' Wells	Teacher	Stephanie Belanger
Liasion	Thelma Prater	Student Intern	Nicole Matthews
Plan Review Meeting Dates:			7/7/21 (Rescheduled)
#1 Beginning of Year	8/5/21		
#2 1st 9 Weeks	10/7/21		3/17/2022
#3 2nd 9 Weeks	12/16/2021		5/5/22

Faculty and Staff

Name	Position	de Level & Subject (Teachers & Paraprofessionals)	Highly Qualified (Teachers & Paraprofessionals)
Shalonda Washington-Berry	Principal	Administrator-all	Highly Qualified
Ashley L. Ducote	Assistant Principal	Administrator-all	Highly Qualified
Sharon Smoot	Teacher	PreK-NCPK-All	Non Highly Qualified
Candice Hardy	Instructional Coach	PreK-6th All	Highly Qualified
Andre Spruill	Teacher	Pre-K all subjects	Highly Qualified
Ethel Alexander	Para	Pre-K all subjects	Highly Qualified
Sandra Smith	Teacher	K all subjects	Highly Qualified
Shanna West	Teacher	K all subjects	Non Highly Qualified
Stephanie Belanger	Teacher	1 all subjects	Highly Qualified
Lindsey Bertrand	Teacher	1 all subjects	Highly Qualified
Kayla Landry	Teacher	2 all subjects	Highly Qualified
Haley DeMars	Teacher	2 all subjects	Non Highly Qualified
Keonte Wells	Teacher	3 Math/Science	Non Highly Qualified
Connie Lewis	Para	All	Highly Qualified
Tomika Simmons	Teacher	4 Math/Science	Non Highly Qualified
Shirley Mamou	Teacher	4 ELA/SS	Highly Qualified
Leigh Fryery	Teacher	6 ELA/S.S.	Non Highly Qualified
Charlotte Kyle	Teacher	5-Math/Science	Non Highly Qualified
Brandi Williams	Teacher	5-ELA/SS	Non Highly Qualified
Stephanie Davis	Teacher	6-Math/Sci	Non Highly Qualified
Nick Joffrion	Teacher	K-6	Highly Qualified
Brad Moreau	Teacher	APE-Pre-K-6	Highly Qualified
Shirleen Roy	Para	all subjects	Highly Qualified
Cora Sons	Para	all subjects	Highly Qualified
Leola Morris	Para	NCPK-all	Highly Qualified
Brianna Vicarro	Teacher	M/M-all	Non-Highly Quilified
Pamella Ford	Para	M/M-all	Highly Qualified
Katelyn Snyder	Teacher	Autism/all	Highly Qualified

Andrea St. Romain	Para	Autism/all	Highly Qualified
Sharon Smoot	Para	Autism/all	Highly Qualified
Angie Champ	Teacher	Inclusion 4-6 All	Highly Qualified
Paula Dauzat	Secretary	N/A	N/A
Lou Bain	Nurse	N/A	N/A
Max Brown	Custodian	N/A	N/A
David Ross	Custodian	N/A	N/A
Natalie Drouin	Speech Therapist	Pre-k-6	Highly Qualified
Tayressha Harmeson	Para	NCPK-all	Highly Qualified
Cecilia Robonson	Social Worker	all grade level	Highly Qualified
Shelby Gash	Teacher	Inclusion K-3 all	Non Highly Qualified
Connie Lewis	Behavior Interventionist /Para	All Grade Levels	Highly Qualified

Student Demographic Data

Student Information: List the number of students in each area.

Total at School	Students w/ Disabilities	Gifted and Talented	EL	Homeless	Migrant	Foster Care
335	59	1	2	3	0	2

Subgroups:

Gender		Ethnicity					
Male	Female	White	Black	Hispanic	Am. Indian	Arabic	Native Hawaiian/Pacific Islander
193	171	104	247	2	4	7	

Economically Disadvantaged Profile	
# of Free/Reduced Students:	% of Free/Reduced Students:
364	100%

Part A.

Ten Required Components of A Title I School Wide Plan

School Name:	Cottonport Elementary School	School Year: 2021-2022

NCLB Components	NCLB Component Requirements of Title I School Under Section 1114 (b) (1), of NCLB, a school wide program must include the following components:	Title I School Documentation
1	A **Comprehensive Needs Assessment** of the whole school	Examine multiple sources of data to identify the priority needs within the school. •Planning Team •Comprehensive Needs Assessment Must address data related to these 5 domains: 1 Student Achievement 2 Curriculum and Instruction 3 Professional Development 4 Family and Community Involvement 5 School Organization	Attach your school's APSB Title I Comprehensive Needs Assessment to this Plan.
2	Implementation of **School Wide Reform Strategies:**	List the effective methods and instructional strategies that are based on scientifically based research that: a. Strengthens the core academic program; b. Increases the amount of learning time: c. Includes strategies for serving underserved populations; d. Includes strategies to address the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards.	__x__Initial Screening and Benchmark Assessment _X___RTI (Math Stations, Guided Reading) __X__Extended Learning for a At-Risk Students During the School Day ___X__Quarterly Progress Monitoring _X___Grade Level Teacher Collaboration (PLCs) __X__Cross Curricular Collaboration __x__Core Content Aligned with State Standards and State Assessments __x__Literacy & Writing Across the Curriculum __X__Summarization Strategies Across the Curriculum __x__Graphic Organizers in Core Content Areas ____Enrichment Activities for Advanced Learners ___X_Quarterly Parent Conferences--Progress report, and report card ___X_Other i-Ready to orchestrate core academic remediation skills __X__Great Minds N'sync ___X___ TIERS
3	Instruction by Highly Qualified Professional Staff (Teachers and Instructional Paraprofessionals)	•Provide an assurance statement that all core classroom teachers and paraprofessionals meet the NCLB requirements that all teachers are Highly Qualified.	___ Yes _x_ No 68 % All core academic classes are taught by highly qualified teachers. CES will work towards assuring that all teachers will become HQ. Mentor teachers meet with mentees weekly to support and grow new teachers to impact student learning successfully. _x_ Yes ___ No 100 % All paraprofessionals meet the highly qualified requirements.
4	High quality and ongoing professional	•List the ways professional development needs are determined for principals,	PD Activities are determined by: faculty and staff needs assessment, student data including: progress monitoring, iready BOY, MOY, and EOY data, Dibels data, weekly

		•List the types of high quality and ongoing professional development.	

PD Activities Include:

1	Administrators-Cohort, Principal's Meetings, State Administrative Advisor, CAP, CLASS, CEL, School Kit, Leading for Better Instruction, LaSARD, PBIS, District Behavior Management, State Personnel Ms. Lakesha Miller, NISL Principal Fellowship
2	Teachers-PD on Lesson planning, weekly assessments, CKLA, District content planning, Pacing lessons, CAPS, LearnZillion, Nest, Aspiring Leaders, Mentor, Classroom management, PBIS, District Tech., Handle with Care, Zoom, Google Hangouts, Google Classroom, Advanced Gmail, Google Meets, Google Level 1 Instructor, Growth Mindset, LEAP testing inservice, iready management and data, district technology virtual trainings, Asist, RtI and data implementation (i-Ready).
3	Para's and other staff-District yearly training, First-aid, Bullying, Ethics, Sexual Harrasment, CKLA, Handle with Care, Classroom Management, Google Classroom Basic, Google Content, Blood Born Pathogens, Reporting Child Abuse, Student Confidentiality, Suicide Prevention, At Risk Youth, CPR, Administering Meds, BASE, cyber security.

5	Strategies to attract high-quality, highly qualfied teachers to the school	•List the strategies for attracting high-quality, highly qualified teachers to teach in high needs schools. Include the initiatives intended to decrease turn over and retain high quality staff; •Indicate teacher and paraprofessional credentials and years of experience.	

Recruitment & Retainment Strategies:

Contact Local Universities to reach out for new hire opportunities, Coordinate with District Assistant Superintendent to express needs of school and recruitment plan, Advertise via Facebook with Avoyelles Parish School Board and local Newpaper, employ teachers and send to new hire orientation, assign mentor teachers for support, NEST meetings, TIF Grant, Sign-on Bonus, new laptop upon signing of contract, ongoing PD and support with Admin/Instructional Coach.

Yrs. Experience:

0-5	**10**	Teachers
6-10	**1**	Teachers
11-20	**4**	Teachers
+20	**4**	Teachers

13	Teachers with BA/BS Degree
5	Teachers with Master's Degree
1	Paraprofessionals w/2+College
9	Paraprofessionals Passing PRAXIS

6	Parent and Family Engagement		

Parent and Family Engagement Activities:

Parent surveys and committee parent representatives feedback. Parent and Family Engagment Policy distributed, Parent/Teacher/Student Compacts, expectations and procedures for school.

Open House, Report Card Night, Testing Night, School Cafeteria PBIS luncheons (2-3 yearly), Online Parent Portal for APSB, JCALLS, and Notes sent home, Differentiated small groups (K-2 & 3-6) for Core areas: Reading Night, Black History Month, Class Dojo Conduct reporting system, Take-home folders, Monthly calendars, District Newsletter, School Facebook Page, Parental Involvement fair

SIP Committee meetings

Monthly Pre-K Meetings, Take-home folders, Testing Night, Marquee Messages at school site for advertisement, individually scheduled meet and greets as scheduled.

Academic Awards Day, Crossing over , Pre-K & K End of the Year Ceremony.

7	Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a State-run preschool program.	•List the Pre-K to Kinder Transition Activities conducted in your school. •List the Teachers and Student Count 1. Andre' Spruill-20 2. Sharon Smoot-11	

Pre-K Transition Activities:

Parent meetings are planned throughout the school year for Pre-K parents. Headstart visits the school each year in May. Pre-K lessons are aligned to TS Gold. Report cards and progress reports sent home. Math/ELA activities are planned to get the students ready for kindergarten. Kindergarten teachers visit Pre-K classrooms, Pre-K students visit kindergaten classrooms.

8	Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.	•List the ways teachers participate in decision-making regarding the use of school-based assessments. (SIP Teams, Grade Level Teams, SLTs, etc…….); •List the ways teachers participate in student achievement data analysis to improve the academic achievement of all students.	

School Plan Meetings:

SIP Team Meetings, Leadership Team Meetings, Staff Surveys, Committee separation of duties and responsibilities, volunteer opportunities for all teachers to participate in.

Teachers are involved in the planning and quarterly SIP meetings regarding the Title 1 plan and any changes needed/determined as a need throughout the year. All teachers participate in content level meetings weekly to discuss and develop lesson plans and assessments. Benchmark scores are also analyzed to determine student needs.

Progress Monitoring of Dibels Math and Reading, Leap 360 Interims/Diagnostic Exams, Weekly tests

PLC and Grade Level Team Activities:

Dissagreggate data as it is received as a content area, Individualized Coaching with Instructional Coach on needed topics for students learning and teacher growth strategies. Professional Development Activities: Unit Unpacking, District provided PD topics, School-wide monthly ongoing PD (such as success criteria, differentiation of learning, employing RtI, quality engagement, formative assessments), LASARD

9	Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.	•Indicate the process to identify students experiencing difficulty mastering the State's Academic Standards at an advanced or proficient level. •List the timely additional instruction for students with difficulty mastering State Academic Standards. This requires a process to provide timely additional assistance to students functioning below the process to provide timely additional assistance to students functioning below the proficient level.	**Benchmark Assessments:**
			Dibels benchmark assessment for Math and Reading, Burst/Amplify, Leap 360 Interim/Diagnostic assessments, Aims Web, Weekly Tests, TS Gold.
			RTI Process:
			Paras are pushed into classrooms to provide extra help in small groups K-2. Non proficient students will receive 30 minutes of intervention by the teacher. Students will be grouped by the i-Ready assessment data and students who are not proficient will work on their individualized learning paths for enrichment. Grades 3-6 will use Guided Reading during a 30 minute RTI time built into the schedule. A teacher will pull 5-6 kids who are in targeted learning groups and the rest of the class will work on their Iready path.
			Programs that will assist in learning this school year include but are not limited to Zearn, Edulastic, News ELA, Amplify Reading, Burst, TIERS, Study, Diverse Learners Guides put out by the state, i-Ready Math and Reading, Guided Reading.
			Academic Intervention:
			Teacher Table (sm Group Inst), Math Stations, Burst Rotations, Larry Bell's 12 powerful words, daily writing implementation, LEAP like structured assessments to format to LEAP and expose students to testing, i-Ready small group intervention, Guided reading 3-6.
			Differentiated testing/504, sped., questioning, flexible small groups, accountable talk, Tier 2 and 3 intervention by Ms. Sherry Hadnott 4 days a week
			30 minute intervention period (i-Ready and Amplify/Burst) built into the master schedule for each grade level with intervention provided by teachers and paras. Computer lab will be used as a means of intervention as well.
10	Coordination and integration of federal, state and local services and programs (could include programs under this Act, nutrition programs, housing programs, Head Start, adult education, vocational and technical training programs.)	•List the ways Federal, State and local programs and resources are coordinated to support the School Wide program and initiatives in the Title I School Plan. •Indicate how the school will use resources under Title I, Part A and from other sources to implement the required School Wide Plan Components.	**Funding Resources that Support the SW Plan:**
			Title 1, School-based budget
			Title I Budget Items:
			Parental Involvement activities, family events held at school and communication to parents and community from school.
			Paraprofessionals and Staff Development (stipends, supplies and materials)
			Laptops, printers, desktops, Smartboards, projectors/bulbs, Elmo, scanner, chromebooks and cart, headphones, computer software
			Materials and Supplies--ink, colored and white paper, card stock, laminating film, bulletin board paper, speakers, xerox machine rental fee, poster maker paper, books or manuals for staff development, anchor charts, sharpie markers, pencils, Pencil sharpeners, pens, folders.

5. Summary of Survey Data 20-21

	STRENGTHS		
	Parent Survey	**Teacher Survey**	**Student Survey**
1	59% of parents believe that the teachers are sensitive to student needs.	100% of faculty reported that our school has a continuous improvement process based on data, goals, actions, and measures for growth.	93% of students report that teachers work together to improve student learning to help them deal with issues they may face in the future.
2	59% of parents believe that the teachers knows whether or not their child has mastered the topic in class.	100% of faculty reported that leadership at our school supports an innovative and collaborative culture that is conducive to learning.	88% of students report that their teachers set high standards for achievement in their classes, help them gain confidence, and make learning fun.
3	59% of parents believe that student discipline is dealt with fairly.	100% of faculty reported that school leaders engage effectively with faculty and staff regarding the improvement of student learning.	87% of students report that the school keeps my family and me informed of my grades and events occuring at school.
4		100% of faculty reported that school administration advocates for effective instruction for all students.	85% of students report that their teachers use a variety of teaching methods and learning activities to help them develop skills they need to succeed.
5		100% of faculty reported that they receive regular feedback on how they are doing in the classroom.	84% of students report that their teachers change their teaching methods to meet tehir learning needs and provide them with information about their grades and learning.

	WEAKNESSES		
	Parent Survey	**Teacher Survey**	**Student Survey**
1	42% of parents believe that the school provides	82% of faculty reported that student discipline is well managed.	67% of students reported that in their school a variety of resources
2	44% of parents believe that their students school work and homework assignments are meaningful.	82% of faculty reported that teachers use effective strategies to help low performing students meet high academic standards.	68% of students reported that their school offers opportunities for their family to become involved in school activities and their learning.
3	46% of parents believe that the school has high standards for their student's academic achievement.		72% of students reported that in their school the purpose and expectations are clearly explained to them and their families.
4			

6. Summary of Data Collection

*From ALL Sources of Data, rank order your identiifed areas of strengths and weaknesses. Indicate the supporting data source.

	Areas of STRENGTH	
	Strengths	**Data Source/Instrument**

1	CES has a strength in the area of instructional practice of setting rigorous goals engaging all learners in instruction.	ERS survey of stakeholders	
2	CES has a strength in maintaining a collaborative culture of learning between all stakeholders to improve student learning and future success.	ERS survey of stakeholders	
3	CES has a strength in cultivating a continous feedback cycle for staff and students in improving learning and reaching growth targets.	ERS survey of stakeholders	

Areas of WEAKNESSES		
	Weaknesses	Data Source/Instrument
1	Communicating to families of students more often and engaging families to be productive in the process of their students learning.	ERS survey of stakeholders
2	Managing discipline in a satisfactory way.	ERS survey of stakeholders
3	Offering a variety of resource types for learning.	ERS survey of stakeholders

7. Prioritized Needs

Prioritized Student Performance Needs			
Priority	Student Performance Need	Subject Area	Grade Level Focus
#1	Reading Foundation Skills	ELA	K-2
#2	Eureka Strategies	Math	K-6
#3	Writing (CER) Strategies	ELA	3-6

Part C: Action Plan - Goals, Objectives, Activities & Evaluation

Goal 1	By end of the 2021-2022 school year , ALL students will REACH HIGH STANDARDS, attain proficiency or better in ELA and Math and show growth in mastering grade level standards.

Research Based Strategy: CKLA Intervention/Burst, iReady, Guided Reading, LEAP 360, Unique, Edulastic, Great Minds NSYNC, Targeted Instruction with Small groups, data walls and growth tracking, guided reading.

OBJECTIVES (Up to 3)		DESIRED OUTCOMES
1	Assessment Index in grades 3-6 ELA will increase	3rd Gr ELA LEAP Assessments Index will increase from 16.2 to 24.3. 4th Gr ELA LEAP Assessments Index will increase from 36.0 to 44.1. 5th Gr ELA LEAP Assessments Index will increase from 28.6 to 36.7. 6th Gr ELA LEAP Assessments Index will Increase from 32.8 to 40.9.
2	Assessment Index in grades 3-6 Math will increase	3rd Gr Math LEAP Assessment Index will increase from 17.6 to 25.7. 4th Gr Math LEAP Assessment Index will increase from 22.2 to 30.3. 5th Gr MATH LEAP Assessments Index will increase from 27.5 to 35.6. 6th Gr MATH LEAP Assessments Index will Increase from 28.7 to 36.8.
3	Increase SPS by 8.1 points	SPS from 38.5 to 46.6

How are the objectives and activities monitored to ensure the Goal is met?

*Activities MUST include items that address: (1) Instructional Support, (2) RTI Activities, (3) Professional Development, (4)Parent and Family Engagement & (5) PBIS

ACTIVITY	Responsible Person	End Date	Method of Evaluation	Items Purchased
Instructional Activities				
School Improvement Plan will be redelivered to faculty and staff to discuss goals and objectives of the plan. Adjustments will be made to this working document as needed.	Shalonda Berry, Ashley Ducote	May 2022	Parent Surveys, teacher sign in sheet, agenda	
Leadership Team Meetings will occur quarterly to discuss SIP goals and objectives as well as other school related matters to raise SPS.	Leadership Team	May 2022	Discussion, sign-in sheets, agenda, data	
Grade level goals will be established for student achievement in ELA and Math. These goals will be communicated to faculty, students, parents, and other essential stakeholders. Teachers will align their Student Learning Targets to the schools goals to improve student achievement. Teachers will align/revise their lesson plan and assessment measured against rigor document for assessments. Grade level content specific spreadsheet to track student data will be used to drive instruction and plan lessons to get students to reach mastery standards set by the state. This will be looked at and analyzed by teachers frequently to drive instruction.	Shalonda Berry, Ashley Ducote, Candice Hardy	May 2022	School established rubric/checklist, walkthroughs and feedback, Data for SLT. Teachers and administrative team will meet to dissaggregate data quarterly and review their goals	
Pre-k teachers/paras provide instruction to high risk students in order for them to be kindergarten ready.	Andre Spruill, Sharon Smoot, paras admin team	May 2022	TS Gold Standards for Learning, CLASS assessment and guidance, Parental Meeting feedback from parents	
Teachers will intergrate technology into their daily instruction to enhance the curriculum and emplement Eureka, Zearn,CKLA, and Guidebooks	all teachers	May 2022	Technology needs assessment, i-Ready, CKLA/Burst, Zearn, Eureka Equip	
RTI Activities				
CKLA progress monitoring will occur every 10 lessons in K-2 classes. Non-Proficient students will receive individalize instruction during rotations/teacher table. Students will recieve 30 minute RTI periods, 4 times per week using Zearn to remediate Math skills in grades 3-6. Paras are pushed into grades K-2 classrooms to provide extra help in ELA and Math. Paras are used in teachers classroom during CKLA Rotation time to help with small group instruction. Fast ForWord is implemented in grades 3-6 twice a week during Lab time of 45 minutes two days a week to support literacy growth. Teachers use teacher table, small group instruction, TIERS and Zearn for RTI means as well.	Principals, Paras, technology coordinator	May 2022	Records and reports are pulled by Lab para and kept on file. Para log books are checked. Fast ForWord reports are pulled and keep on file. FastForWord rewards will be recognized/distributed during moring announcements	

Teachers and administrators meet during data meetings to evaluate available data. This data is used to target strengths and weaknesses and helps to put students in RTI groups and flexible grouping for K-2 CKLA rotations as well as iready, math stations, and Guided Reading. Paraprofessionals used to assist in the classes with lower level students. SBLC meets bi-monthly with a pupil appraisal liason to inform about student progress or to make a plan for students who need additional assistance, with a special focus on Sped student updates. Students are referred throughout the year for TIERS Screening and Interventions with Ms. Sherry Hodnett.	Teachers, academic coach, admin	May 2022	LEAP 360 Interims and Diagnostic exam, Progress Monitoring, Zearn, CKLA, and Dibels reports, SBLC Log, i-Ready, Screening and Interventions folder, Ms. Sherry records for Tiers, data walls.	

Professional Development Activities

PD will be based off individual/whole group need based on learning walks, observations, or teacher needs survey. Admin team meets once a week to discuss goal/plans for the week: CAP, Unit unpacking, Data Desagregation, Identify growth targets for students in grades 4-6 in ELA and Math, CKLA, LFBI, LASARD: Executive Functions and Environment, Examine Student Work, Assessments. Professional Development for Administrators: LFBI, School Kit, SOS, Network curriculum implementation training at monthly Principals' Meetings, State Personnel-Ms. Lakisha.	Principal and Assistant Principal, Instructional Coach	May 2022	Teacher surveys and feedback, implementation of material	
Lesson plans are monitored and supported on Wednesdays and Thursdays by Admin.	Shalonda Berry, Ashley Ducote, Candice Hardy	May 2022	Lesson plan checklist and rubrics, annotations, copies of assessments, log	
Teacher Leaders will redeliver PD content to faculty, LEAP 360, and other PD's based on what the admin team sees fit, Nest, District PD, CPR, Inspiring leaders, SOS, Content Leader Redelivery, CAPS, and Writing PD, virtual PD by district.	Various staff including teacher leaders and professionals knowledgeable about the material being delivered	May 2021	Staff surveys, monitoring the use of skills learned through what is seen in walk-throughs	

Parent and Family Engagement Activities

Open House Alternative will take place at the beginning of the school year to share CES SIP plan goals and objectives, parental involvement plan, student compacts, and Parents Right to Know document.	Principals	August 2020	Documentation invitation, sign in sheet, agenda, evaluations, pictures, Facebook Advertisement, District Newsletter, Journal Newspaper	
Weekly test papers are sent home on Tuesdays to be signed and reviewed by parents/guardians in take home folders. Teachers were required to keep a log of communication of students who were on virtual to ensure transparency. This also helped keep attendance and bring up any concerns of failing grades and other needs. The log was shared with Admin.	classroom teacher	May 2022	Test papers log filed in teachers classroom	
Academic Awards Banquet- students and parents attend this special day to showcase the academic accomplishments students received for the school year. This will be a drive through ceremony because we cannot have in person attendance.	Academic banquet committee	May 25-26th	Documentation invitation, sign in sheet, agenda, evaluations, media posts	
Report Card Nights	Admin./Faculty & Staff	Mar 24	Sign in sheets, parent comments, attendance rate, social media posts, evaluation and pictures	
Parent Communications: Jcall, Notes home, Class Dojo, Takehome folder, Facebook, Marquee, APSB Parent Portal, Google Classroom, APSB Facebook sharing, District newsletter	Admin./Faculty & Staff	May 1	Jcampus reports, Dojo reports, Student records kept by teacher, Facebook posts, marquee sign, evaluations and sign in of parents, pictures	

PBIS Activities

Teachers use a combination of Dojo points and week to week conduct rewarding in and out of classroom to reward positive behavior. Students can be rewarded on an individual basis as well as a group or class for reaching a set goal. Teachers also have individual rewards and incentives unique to their grade level including earning treats in the classroom, positive referral, praise, positive parent phone call, stickers, facebook advertisement of accomplishments, and other rewards. Students also receive office based positive shout outs, and referrals for student of the month.	Classroom teachers	May 2022	Students weekly conduct reports, Class Dojo Reports, Parental Contact, media posts, school wide announcements	
Every 4.5 weeks students are able to shop the PBIS store using point tickets given by the CES PBIS team. Students get a designated amount of points displaying positive behavior as evident by the progress report period and the report card period. Students then go to the "shop" during their PE time on designated days.	PBIS Comittee and admin	May 2022	Weekly grades and/or report cards in conduct area, Class Dojo Report	
Students are given rewards for earning positive office refferals. The positive office refferals are given to students who consistently exhibit the expectations for excellence. These can be made by any faculty member on campus.	Teachers and admin	May 2022	Weekly grades and/or report cards in conduct area, social media posts, certificate/shout out form given by Principal, picture taken	

Students participate in BASE lessons twice a week to educate them on alternative ways to deal with problems rather than lash out.Lesson plans are based on PBIS Social skills hot spots depending on the age group. Students who are on TIER 3 PBIS plans get BASE with Ms. Connie Lewis during individually scheduled time. Check in/check out plans are also implemented daily!	Lab Para or other qualified personnel			

Goal 2	By the end of the 2021-2022 school year, all students in grades K-2 will reach High Standards by attaining proficienct or better in ELA and Math and show growth in mastering grade level standards.

Research Based Strategy: CKLA Intervention/Burst/Amplify, Zearn, Unique, i-Ready

	OBJECTIVES (Up to 3)	DESIRED OUTCOMES
1	Proficiency levels in grades K-2 ELA will increase 5 %.	Proficiency levels in grades K-2 DIBELS Reading will increase from 45% to 50%.
2	Proficiency levels in grades K-2 Math will increase 5%.	Proficiency levels in grades K-2 DIBELS Math will increase from 52% to 57%.
3		

How are the objectives and activities monitored to ensure the Goal is met?

*Activities MUST include items that address: (1) Instructional Support, (2) RTI Activities, (3) Professional Development, (4)Parent and Family Engagement & (5) PBIS

ACTIVITY	Responsible Person	End Date	Method of Evaluation	
Instructional Activities				
School Improvement Plan will be redelivered to faculty and staff to discuss goals and objectives of the plan. Adjustments will be made to this working document as needed.	Shalonda Berry, Ashley Ducote	May 2022	Parent Surveys, teacher sign in sheet, agenda	
Leadership Team Meetings will occur quarterly to discuss SIP goals and objectives as well as other school related matters to raise SPS.	Leadership Team	May 2022	Discussion, sign-in sheets, agenda, data	
Grade level goals will be established for student achievement in ELA and Math. These goals will be communicated to faculty, students, parents, and other essential stakeholders. Teachers will align their Student Learning Targets to the schools goals to improve student achievement. Teachers will align/revise their lesson plan and assessment measured against rigor document for assessments. Grade level content specific spreadsheet to track student data will be used to drive instruction and plan lessons to get students to reach mastery standards set by the state. This will be looked at and analyzed by teachers frequently to drive instruction.	Shalonda Berry, Ashley Ducote, Candice Hardy	May 2022	School established rubric/checklist, walkthroughs and feedback, Data for SLT. Teachers and administrative team will meet to dissaggregate data quarterly and review their goals	
Pre-k teachers/paras provide instruction to high risk students in order for them to be kindergarten ready.	Andre Spruill, Sharon Smoot, paras admin team	May 2022	TS Gold Standards for Learning, CLASS assessment and guidance, Parental Meeting feedback from parents	
Teachers will intergrate technology into their daily instruction to enhance the curriculum and emplement Eureka, Zearn,CKLA, and Guidebooks	all teachers	May 2022	Technology needs assessment, i-Ready, CKLA/Burst, Zearn, Eureka Equip	
RTI Activities				
CKLA progress monitoring will occur every 10 lessons in K-2 classes. Non-Proficient students will receive individualize instruction during rotations/teacher table. Students will recieve 30 minute RTI periods, 4 times per week using Zearn to remediate Math skills in grades 3-6. Paras are pushed into grades K-2 classrooms to provide extra help in ELA and Math. Paras are used in teachers classroom during CKLA Rotation time to help with small group instruction. Fast ForWord is implemented in grades 3-6 twice a week during Lab time of 45 minutes two days a week to support literacy growth. Teachers use teacher table, small group instruction, TIERS and Zearn for RTI means as well.	Principals, Paras, technology coordinator	May 2022	Records and reports are pulled by Lab para and kept on file. Para log books are checked. Fast ForWord reports are pulled and keep on file. FastForWord rewards will be recognized/distributed during moring announcements	
Teachers and administrators meet during data meetings to evaluate available data. This data is used to target strengths and weaknesses and helps to put students in RTI groups and flexible grouping for K-2 CKLA rotations as well as iready, math stations, and Guided Reading. Paraprofessionals used to assist in the classes with lower level students. SBLC meets bi-monthly with a pupil appraisal liason to inform about student progress or to make a plan for students who need additional assistance, with a special focus on Sped student updates. Students are referred throughout the year for TIERS Screening and Interventions with Ms. Sherry Hodnett.	Teachers, academic coach, admin	May 2022	LEAP 360 Interims and Diagnostic exam, Progress Monitoring, Zearn, CKLA, and Dibels reports, SBLC Log, i-Ready, Screening and Interventions folder, Ms. Sherry records for Tiers, data walls.	
Professional Development Activities				
PD will be based off individual/whole group need based on learning walks, observations, or teacher needs survey. Admin team meets once a week to discuss goal/plans for the week: CAP, Unit unpacking, Data Desagregation, Identify growth targets for students in grades 4-6 in ELA and Math, CKLA, LFBI, LASARD: Executive Functions and Environment, Examine Student Work, Assessments. Professional Development for Administrators: LFBI, School Kit, SOS, Network curriculum implementation training at monthly Principals' Meetings, State Personnel-Ms. Lakisha.	Principal and Assistant Principal, Instructional Coach	May 2022	Teacher surveys and feedback, implementation of material	
Lesson plans are monitored and supported on Wednesdays and Thursdays by Admin.	Shalonda Berry, Ashley Ducote, Candice Hardy	May 2022	Lesson plan checklist and rubrics, annotations, copies of assessments, log	

Activity	Person(s) Responsible	Timeline	Evaluation	
Teacher Leaders will redeliver PD content to faculty, LEAP 360, and other PD's based on what the admin team sees fit, Nest, District PD, CPR, Inspiring leaders, SOS, Content Leader Redelivery, CAPS, and Writing PD, virtual PD by district.	Various staff including teacher leaders and professionals knowledgeable about the material being delivered	May 2021	Staff surveys, monitoring the use of skills learned through what is seen in walk-throughs	

Parent and Family Engagement Activities
Open House Alternative will take place at the beginning of the school year to share CES SIP plan goals and objectives, parental involvement plan, student compacts, and Parents Right to Know document.	Principals	August 2020	Documentation invitation, sign in sheet, agenda, evaluations, pictures, Facebook Advertisement, District Newsletter, Journal Newspaper	
Weekly test papers are sent home on Tuesdays to be signed and reviewed by parents/guardians in take home folders. Teachers were required to keep a log of communication of students who were on virtual to ensure transparency. This also helped keep attendance and bring up any concerns of failing grades and other needs. The log was shared with Admin.	classroom teacher	May 2022	Test papers log filed in teachers classroom	
Academic Awards Banquet- students and parents attend this special day to showcase the academic accomplishments students received for the school year. This will be a drive through ceremony because we cannot have in person attendance.	Academic banquet committee	May 25-26th	Documentation invitation, sign in sheet, agenda, evaluations, media posts	
Report Card Nights	Admin./Faculty & Staff	Mar 24	Sign in sheets, parent comments, attendance rate, social media posts, evaluation and pictures	
Parent Communications: Jcall, Notes home, Class Dojo, Takehome folder, Facebook, Marquee, APSB Parent Portal, Google Classroom, APSB Facebook sharing, District newsletter	Admin./Faculty & Staff	May 1	Jcampus reports, Dojo reports, Student records kept by teacher, Facebook posts, marquee sign, evaluations and sign in of parents, pictures	

PBIS Activities
Teachers use a combination of Dojo points and week to week conduct rewarding in and out of classroom to reward positive behavior. Students can be rewarded on an individual basis as well as a group or class for reaching a set goal. Teachers also have individual rewards and incentives unique to their grade level including earning treats in the classroom, positive referral, praise, positive parent phone call, stickers, facebook advertisement of accomplishments, and other rewards. Students also receive office based positive shout outs, and referrals for student of the month.	Classroom teachers	May 2022	Students weekly conduct reports, Class Dojo Reports, Parental Contact, media posts, school wide announcements	
Every 4.5 weeks students are able to shop the PBIS store using point tickets given by the CES PBIS team. Students get a designated amount of points displaying positive behavior as evident by the progress report period and the report card period. Students then go to the "shop" during their PE time on designated days.	PBIS Comittee and admin	May 2022	Weekly grades and/or report cards in conduct area, Class Dojo Report	
Students are given rewards for earning positive office refferals. The positive office refferals are given to students who consistently exhibit the expectations for excellence. These can be made by any faculty member on campus.	Teachers and admin	May 2022	Weekly grades and/or report cards in conduct area, social media posts, certificate/shout out form given by Principal, picture taken	
Students participate in BASE lessons twice a week to educate them on alternative ways to deal with problems rather than lash out.Lesson plans are based on PBIS Social skills hot spots depending on the age group. Students who are on TIER 3 PBIS plans get BASE with Ms. Connie Lewis during individually scheduled time. Check in/check out plans are also implemented daily!	Lab Para or other qualified personnel			

Part D:

Transition Activities (Must be completed)

Transition Activity	Timeline	Date Completed	Person(s) Responsible	
Kindergarten teacher Ms. Sandra Smith prepares a newletter for the upcoming pre-k students.	Last week of school			
Ms. Sandra will give her email address out to parents to email her				

with any kindergaten concerns or questions. This will open the line of communication up for parents with upcoming kindergarten students.	Last week of school		
Ms. Andre and Ms. Sandra will meet on two occasions to plan for materials to send home for students in becoming prepared for Math and Reading skills in Kindergarten. Ms. Andre will include these in her parent newsletter.	once fall/ once spring		
We are hoping to be able to visist the headstart center this school in the spring if covid guidelines will allow it!	April 2022		
Cross-over ceremony 6th	May 2022		
Kindergarten transition ceremoney	May 2022		

Title I School Wide Budget (attached)

Part E:

Statement Of Assurances

DISTRICT ASSURANCE

X _____ I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.

X _____ I assure that the school-level personnel, including subgroup representatives reponsible for implementation of this plan, have collaborated in the writing of the plan.

X _____ I hereby certify that this plan has all of the following components:

- A statement of the school's mission
- Evidence of the use of a comprehensive needs assessment
- Goals and measurable objectives
- Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
- Professional Development components aligned with assessed needs and strategies to attract and keep high quality teachers
- Plans for transitioning pre-school children to local elementary school programs
- Family and community involvement activities aligned with assessed needs
- Evaluation strategies that include methods to measure progress of implementation
- Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
- An action plan with timelines and specific activities for implementing the above criteria

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

_____   _____
Superintendent's Signature   **Principal's Signature**

_____   _____
Title I Director's Signature   **School Leadership Team Chairperson's Signature**

Avoyelles Parish Schools

Title I School Wide Plan

Cottonport Elementary School
School Name

2020-2021
School Year

School Information

School Name:	Cottonport Elementary
Address:	950 Lemoine Street
	Cottonport, LA 71327
Grade Span:	Pre-K-6
School's Mission:	The mission of Cottonport Elementary School is to motivate and grow responsible and respectful, lifelong learners in a positive environment fostered by a cooperative effort among all staff, students, families, and community.
Principal:	Shalonda Washington-Berry
Assistant Principal:	Ashley L. Ducote
Instructional Coach:	Candice Hardy

School Leadership Team

Adminstrator	Shalonda Washington-Berry	Parent	Stephanie Davis
Adminstrator	Ashley L. Ducote	Parent	Stephanie Belanger
Instructional	Candice Hardy	Other	Cecelia Robinson
Teacher	Andre' Spruill	Other	
Teacher	Keonte' Wells	Other	
Liasion	Celeste Voinche	Other	
Plan Review Meeting		Summer 2020	July 2, 2020
#1 Beginning of Year	9/20/20		
#2 1st 9	10/19/20	#4 3rd 9 Weeks	4/22/2021
#3 2nd 9	1/4/2021	#5 End of Year	5/19/21

Faculty and Staff

Name	Position	Grade Level & Subject (Teachers & Paraprofessionals)	Qualified (Teachers & Paraprofessionals)
Shalonda Washington-	Principal	Administrator-all	Highly Qualified
Ashley L. Ducote	Assistant Principal	Administrator-all	Highly Qualified
Sharon Smoot	Teacher	PreK-NCPK-All	Non Highly Qualified
Candice Hardy	Instructional Coach	PreK-6th All	Highly Qualified
Andre Spruill	Teacher	Pre-K all subjects	Highly Qualified
Ethel Alexander	Para	Pre-K all subjects	Highly Qualified
Sandra Smith	Teacher	K all subjects	Highly Qualified
Shelby LaCombe-Gash	Teacher	K all subjects	Highly Qualified
Stephanie Belanger	Teacher	1 all subjects	Highly Qualified
Lindsey Bertrand	Teacher	1 all subjects	Highly qualified
Kayla Landry	Teacher	2 all subjects	Highly Qualified
Alexis Armand	Teacher	2 all subjects	Highly Qualified
Brandi Willliams	Teacher	3-ELA/S.S.	Non Highly Qualified
Summer Jackson	Teacher	3-Math/Science	Highly Qualified
Tomika Simmons	Teacher	4-Math/Science	Non Highly Qualified
Stephanie Davis	Teacher	4-ELA/S.S.	Non Highly Qualified
Charlotte Kyle	Teacher	5-Math/Science	Non Highly Qualified
Keonte Wells	Teacher	6-ELA/SS	Non Highly Qualified
Brian Myers	Teacher	6-Math/Sci	Highly Qualified
Nick Joffrion	Teacher	K-6	Highly Qualified
Brad Moreau	Teacher	APE-Pre-K-6	Highly Qualified
Shirleen Roy	Para	all subjects	Highly Qualified
Cora Trattles	Para	all subjects	Highly Qualified
Leola Morris	Para	NCPK-all	Highly Qualified
Brianna Vicarro	Teacher	M/M-all	Non-Highly Quilified
Pamella Ford	Para	M/M-all	Highly Qualified

Katelyn Snyder	Teacher	Autism/all	Highly Qualified
Andrea St. Romain	Para	Autism/all	Highly Qualified
Sharon Smoot	Para	Autism/all	Highly Qualified
Angie Champ	Teacher	Inclusion K-3 all	Highly Qualified
Paula Dauzat	Secretary	N/A	N/A
Lou Bain	Nurse	N/A	N/A
Max Brown	Custodian	N/A	N/A
David Ross	Custodian	N/A	N/A
Natalie Drouin	Speech Therapist	Pre-k-6	Highly Qualified
Tayressha Harmeson	Para	NCPK-all	Highly Qualified
Cecilia Robonson	Social Worker	all grade level	Highly Qualified

Student Demographic Data

Student Information: List the number of students in each area.

Total at School	Students w/ Disabilities	Gifted and Talented	504	EL	Homeless	Migrant		Foster Care	Indian Education
364	59	1	14	3	3	0		2	0

Subgroups:

Gender		Ethnicity						
Male	Female	White	Black	Hispanic	Am. Indian	Arabic	Native Hawaiian/Pacific Islander	Two or more races
193	171	104	247	2	4	7		
								0

Economically Disadvantaged Profile	
# of Free/Reduced Students:	% of Free/Reduced Students:
364	100%

Part A.

Ten Required Components of A Title I School Wide Plan

School Name:	Cottonport Elementary School
School Year:	2020-2021

NCLB Components	NCLB Component Requirements of Title I School Under Section 1114 (b) (1), of NCLB, a school wide program must include the following components:	Title I School Documentation
1 A **Comprehensive Needs Assessment** of the whole school	Examine multiple sources of data to identify the priority needs within the school. •Planning Team •Comprehensive Needs Assessment Must address data related to these 5 domains: 1 Student Achievement 2 Curriculum and Instruction 3 Professional Development 4 Family and Community Involvement 5 School Organization	Attach your school's APSB Title I Comprehensive Needs Assessment to this Plan.
2 Implementation of **School Wide Reform Strategies:**	List the effective methods and instructional strategies that are based on scientifically based research that: a. Strengthens the core academic program; b. Increases the amount of learning time: c. Includes strategies for serving underserved populations;	__x__Initial Screening and Benchmark Assessment _X___RTI __X___Extended Learning for a At-Risk Students During the School Day __X___Before/After School Tutoring ____X_Quarterly Progress Monitoring _X___Grade Level Teacher Collaboration (PLCs) __X___Cross Curricula Collaboration __x___Core Content Aligned with State Standards and State Assessments __x__Literacy & Writing Across the Curriculum ____Summarization Strategies Across the Curriculum _x__Graphic Organizers in Core Content Areas

		d. Includes strategies to address the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards.	__x__Graphic Organizers in Core Content Areas ____Enrichment Activities for Advanced Learners ___X_Quarterly Parent Conferences--Progress report, and report card __X__Other Fast ForWord __X__Other TIERS __X__Other Zearn _X_ Google Classroom via Chromebooks to orchestrate core academic and remediation skills _x__ Summer Camp for Learning Loss __x__ Dibels Math and Reading

3	Instruction by Highly Qualified Professional Staff (Teachers and Instructional Paraprofessionals)	•Provide an assurance statement that all core classroom teachers and paraprofessionals meet the NCLB requirements that all teachers are Highly Qualified.

	Yes	All core academic classes are taught by highly qualified teachers. CES will work towards assuring that all teachers will become HQ. Mentor teachers meet with mentees weekly to support and grow new teachers to impact student learning successfully.
x	No	
64	%	
		All paraprofessionals meet the highly qualified requirements.
x	Yes	
	No	
100	%	

4	High quality and ongoing professional development for teachers, principals, and paraprofessionals	•List the ways professoinal development needs are determined for principals, teachers, paraprofessionals, and others as appropriate in this Title I School Wide program; •List the types of high quality and ongoing professional development.

PD Activities are determined by:faculty and staff needs assessment, walkthroughs, student data including: progress monitoring, LEAP 360 Interim and diagnostic assessments, Zearn, Fast ForWord, Dibels data, weekly assessments.

PD Activities Include:

1	Administrators-Cohort, Principal's Meetings, State Administrative Advisor, CAP, CLASS, CEL, School Kit, Leading for Better Instruction, LaSARD, PBIS, District Behavior Management, State Personnel Ms. Lakesha Miller, Fast Forward
2	Teachers-PD on Lesson planning, weekly assessments, CKLA, District content planning, Pacing lessons, CAPS, LearnZillion, Nest, Aspiring Leaders, Mentor, Classroom management, PBIS, District Tech., Handle with Care, Zoom, Google Hangouts, Google Classroom, Advanced Gmail, Google Meets, Google Level 1 Instructor, Annotating Math and Standards Building with BELA & RES, Growth Mindset, LEAP testing inservice.
3	Paraprofessionals & teachers-District yearly training, First-aid, Bullying, Ethics, Sexual Harrassment, CKLA, Handle with Care, Classroom Management, Google Classroom Basic, Google Content, Blood Born Pathogens, Reporting Child Abuse, Student Confidentiality, Suicide Prevention, At Risk Youth, CPR, Administering Meds.

5	Strategies to attract high-quality, highly qualfied teachers to the school	•List the strategies for attracting high-quality, highly qualified teachers to teach in high needs schools. Include the initiatives intended to decrease turn over and retain high quality staff; •Indicate teacher and paraprofessional credentials and years of experience.

Recruitment & Retainment Strategies:

Contact Local Universities to reach out for new hire opportunities, Coordinate with District Assistant Superintendent to express needs of school and recruitment plan, Advertise via Facebook with Avoyelles Parish School Board and local Newpaper, employ teachers and send to new hire orientation, assign mentor teachers for support, NEST meetings, TIF Grant, Sign-on Bonus, new laptop upon signing of contract, ongoing PD and support with Admin/Instructional Coach.

Yrs. Experience:

0-5	10	Teachers			4	Paras
6-10	1	Teachers			2	Paras
11-20	4	Teachers			2	Paras
+20	4	Teachers			1	Paras

		13	Teachers with BA/BS Degree
		5	Teachers with Master's Degree
		1	Paraprofessionals w/2+College
		9	Paraprofessionals Passing PRAXIS

#	Topic	Instructions	Activities
6	Parent and Family Engagement		**Parent and Family Engagement Activities:**
			Parent surveys and committee parent representatives feedback. Parent and Family Engagment Policy distributed, Parent/Teacher/Student Compacts (37%) , expectations and procedures for school. Virtual schooling expectations and guidelines distributed.
			Meet the Teacher virtual edition (School Facebook), Open House, Report Card Night, Testing Night, Online Parent Portal for APSB, JCALLS, and Notes sent home, Differentiated small groups (K-2 & 3-6) for Core areas: Reading Night, Black History Month, Virtual Student integration outreach, Class Dojo Conduct SIP Committee meetings
			Monthly Pre-K Meetings,Take-home folders, Testing Night, Marquee Messages at school site for advertisement, individually scheduled meet and greets as scheduled. Teachers have office hours as well to provide feedback quickly, Virtual Meet via Google Classroom.
			Academic Awards Day, Crossing over drive through, Pre-k & K graduation drive through.
7	Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a State-run preschool program.	•List the Pre-K to Kinder Transition Activities conducted in your school. •List the Teachers and Student Count 1. Andre' Spruill-20 2. Sharon Smoot-9	**Pre-K Transition Activities:**
			Kindergarten teacher Ms. Sandra Smith prepared a newletter for the upcoming pre-k students.
			Ms. Sandra gave her email address out to parents to email her with any kindergaten concerns or questions. This opened the line of communication up for parents with upcoming kindergarten students.
			Ms. Andre and Ms. Sandra met on two occasions to plan for materials to send home for students in becoming prepared for Math and Reading skills in Kindergarten. Ms. Andre included these in her parent newsletter.
8	Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.	•List the ways teachers participate in decision-making regarding the use of school-based assessments. (SIP Teams, Grade Level Teams, SLTs, etc…….); •List the ways teachers participate in student achievement data analysis to improve the academic achievement of all students.	**School Plan Meetings:**
			SIP Team Meetings, Leadership Team Meetings, Staff Surveys, Committee separation of duties and responsibilities, volunteer opportunities for all teachers to participate in.
			Cross Curricula or grade level meetings, sharing of google drive files and collaborating with district grade level teachers to arrange Google Classroom Implementation.
			Progress Monitoring of Dibels Math and Reading, Leap 360 Interims/Diagnostic Exams, Weekly tests, Edulastic, Readworks.org, Achieve the Core, Zearn, Fast ForWord, Clever, and Great Minds N'SYNC
			PLC and Grade Level Team Activities:
			Dissagreggate data as it is received as a content area, teacher skill tracker for hybrid and virtual students to keep track of content skills taught and learned as well as any that need remediation, Individualized Coaching with Instructional Coach on needed topics for students learning and teacher growth strategies. Professional Development Activities: Unit Unpacking, District provided PD topics, School-wide monthly ongoing PD (such as success criteria, differentiation of learning, employing RTI, quality engagement, formative assessments) Training on Virtual differentiation, LASARD, Google Classroom, Google Content, CKLA and State mentor guidance and planning with Ms. Lakesha Miller.

#				
9	Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.	•Indicate the process to identify students experiencing difficulty mastering the State's Academic Standards at an advanced or proficient level. •List the timely additional instruction for students with difficulty mastering State Academic Standards. This requires a process to provide timely additional assistance to students functioning below the process to provide timely additional assistance to students functioning below the proficient level.	**Benchmark Assessments:** Dibels benchmark assessment for Math and Reading, Burst/Amplify, Leap 360 Interim/Diagnostic assessments, Aims Web, Weekly Tests, Fast ForWord, Zearn, Achieve the Core, News ELA, Read Works, Edulastic, TS Gold.	

RTI Process:

Paras are pushed into classrooms to provide extra help in small static groups of K-2 and 3-6. Teachers have scheduled office hours to assist struggling students via Google Classroom for virtual learners. All students receive timely feedback daily, including hybrid and virtual groups. In classroom timely one on one instruction and remediation will occur as needed. Students will receive instructional books and chromebooks to assist.

Programs that will assist in learning this school year include but are not limited to Zearn, FastForward, Edulastic, News ELA, Amplify Reading, Burst, TIERS, Study Island, Diverse Learners Guides put out by the state, Distance Learning Packets, and teacher made remedial work for all learners. Lessons are recorded for replay and ease of access.

Academic Intervention:

Teacher Table (sm Group Inst) Zearn, Stations, Burst Rotations, Larry Bell's 12 powerful words, daily writing implementation, LEAP like structured assessments to format to LEAP and expose students to testing.

Differentiated testing/504, sped., questioning, static small groups, accountable talk

Through purchasing each student a Chromebook there are many extensions and add-ons offered via technology. Some include text to speech, read aloud/headphone use, annotations extension for chrome book, KURZweil, spell check, Google Microphone, closed captioning, note taking and copy run off, take home instructional books for assurance of learning opportunities.

#				
10	Coordination and integration of federal, state and local services and programs (could include programs under this Act, nutrition programs, housing programs, Head Start, adult education, vocational and technical training programs.)	•List the ways Federal, State and local programs and resources are coordinated to support the School Wide program and initiatives in the Title I School Plan. •Indicate how the school will use resources under Title I, Part A and from other sources to implement the required School Wide Plan Components.	**Funding Resources that Support the SW Plan:**	

Title 1, School-based budget

Title I Budget Items:

Parental Involvement activities held at school and communication to parents and community from school.

Paraprofessionals and Staff Development (stipends, supplies and materials)

Laptops, printers, desktops, Smartboards, projectors/bulbs, Elmo, scanner, chromebooks and cart, headphones, computer software

Materials and Supplies--ink, colored and white paper, card stock, laminating machine, laminating film, bulletin board paper, speakers, xerox machine rental fee, poster maker paper, books or manuals for staff development, anchor charts, sharpie markers, pencils, Pencil sharpeners, pens, folders.

5. Summary of Survey Data 20-21

	STRENGTHS		
	Parent Survey	**Teacher Survey**	**Student Survey**
1	The school promotes family involvement in school.	100% of teachers report our School's vision is clear and focused on student success.	89.4% of students believe that teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.

2	The school has high standards for my student's academic achievement.	100% of teachers report our school's primary focus is improving student learning.	82.50% of students believe that this school sets high expectations for their learning and behavior.
3	I am kept informed of activities occuring at my child's school.	100% of teachers report that school administration advocates for effective instruction for all students.	82.22% of students believe that at this school, students feel safe and are treated with respect.
4		100% of teachers report school work is meaningful to students.	80.49% of students believe this school gives them multiple assessments to check my understanding of what was taught.
5		100% of teachers report that they have a clear understanding of our school's mission, vision, and goals.	80.49% of students believe that this school gives them multiple assessments to check their understanding of what was taught.

WEAKNESSES		
Parent Survey	**Teacher Survey**	**Student Survey**
1 The school deals with student discipline matters fairly.	25% of teachers disagreed that student discipline is well managed.	57.50% of students believe that this school offers opportunities for their family to become involved in school activities and their learning.
2 The school provides my child with the support they need in order to be successful.	12.50% of teachers do not believe school leaders engage effectively with faculty and staff regarding the improvement of student learning.	29.27% of students believe that this school does not offer a high quality education.
3 The teachers are trained to use a variety of interesting activites to help students learn.	12.50% of teachers do not think all staff has the opportunity to participate in leadership opportunities.	26.83% of students feel that at this school, the purpose and expectations are not clearly explained to their family.
4		

6. Summary of Data Collection

*From ALL Sources of Data, <u>rank order</u> your identiifed areas of strengths and weaknesses. Indicate the supporting data source.

Areas of STRENGTH	
Strengths	**Data Source/Instrument**
1 High rating of the school focus high expectations for all learners.	ERS survey of stakeholders
2 High rating of teachers using effective engagement strategies and assessment types.	ERS survey of stakeholders
3 High rating of the school implementing a clear vision and making student work meaningful in the classroom as a part of that vision.	ERS survey of stakeholders

Areas of WEAKNESSES	
Weaknesses	**Data Source/Instrument**
1 Communicating to families of students more often and engaging families to be productive in the process of their students learning.	ERS survey of stakeholders
2 Managing discipline in a satisfactory way.	ERS survey of stakeholders
3	

7. Prioritized Needs

Prioritized Student Performance Needs			
Priority	Student Performance Need	Subject Area	Grade Level Focus
#1	Reading Foundation Skills	ELA	K-2
#2	Eureka Strategies	Math	3-6
#3	Writing (CER) Strategies	ELA	3-6

Part C: Action Plan - Goals, Objectives, Activities & Evaluation

Goal 1	By end of the 2020-2021 school year , ALL students will REACH HIGH STANDARDS, attain proficiency or better in ELA and Math and show growth in mastering grade level standards.
	Research Based Strategy: CKLA Intervention/Burst, Fast ForWord, LEAP 360, Zearn, Unique, Edulastic, Great Minds INSYNC, Targeted Instruction with Small groups, data walls and growth tracking.
OBJECTIVES (Up to 3)	**DESIRED OUTCOMES**

1	Assessment Index in grades 3-6 ELA will increase 2 pts	3rd Gr ELA LEAP Assessments Index will increase from 40.4 to 42.4 4th Gr ELA LEAP Assessments Index will increase from 38.6 to 40.6 5th Gr ELA LEAP Assessments Index will increase from 28.7 to 30.7 6th Gr ELA LEAP Assessments Index will Increase from 18.1 to 20.1
2	Assessment Index in grades 3-6 Math will increase 2 pts	3rd Gr Math LEAP Assessment Index will increase from 39.2 to 41.2 4th Gr Math LEAP Assessment Index will increase from 56.1 to 58.1 5th Gr MATH LEAP Assessments Index will increase from 32.3 to 34.3 6th Gr MATH LEAP Assessments Index will Increase from 28.9 to 30.9
3	Increase SPS by 2.5 points	SPS from 44.1-46.6

How are the objectives and activities monitored to ensure the Goal is met?

*Activities MUST include items that address: (1) Instructional Support, (2) RTI Activities, (3) Professional Development, (4)Parent and Family Engagement & (5) PBIS

ACTIVITY	Responsible Person	Start Date	End Date	Method of Evaluation	Items Purchased	Cost	Funding Source
Instructional Activities							
School Improvement Plan will be redelivered to faculty and staff to discuss goals and objectives of the plan. Adjustments will be made to this working document as needed.	Principal and Assistant Principal	Aug 2020	May 2021	Parent Surveys, teacher sign in sheet, agenda			N/A
Leadership Team Meetings will occur quarterly to discuss SIP goals and objectives as well as other school related matters to raise SPS.	Leadership Team	Aug 2020	May 2021	Discussion, sign-in sheets, agenda, data			Title 1
Grade level goals will be established for student achievement in ELA and Math. These goals will be communicated to faculty, students, parents, and other essential stakeholders. Teachers will align their Student Learning Targets to the schools goals to improve student achievement. Teachers will align/revise their lesson plan and assessment measured against rigor document for assessments.	Admin Team	Aug 2020	May 2021	School established rubric/checklist, walkthroughs and feedback, Data for SLT. Teachers and administrative team will meet to dissaggregate data quarterly and review their goals			Title 1
Pre-k teachers/paras provide instruction to high risk students in order for them to be kindergarten ready.	Prek teachers, admin team	Aug 2020	May 2021	TS Gold Standards for Learning, CLASS assessment and guidance, Parental Meeting feedback from parents			LA4 local funding
Teachers will intergrate technology into their daily instruction to enhance the curriculum and emplement Eureka, Zearn,CKLA, and Guidebooks	all teachers	Aug 2020	May 2021	Technology needs assessment, Fast ForWord, CKLA/Burst, Zearn			Title 1
RTI Activities							

Activity	Personnel	Start	End	Documentation			Funding
CKLA progress monitoring will occur every 10 lessons in K-2 classes. Non-Proficient students will receive individualize instruction during rotations/teacher table. Students will recieve 30 minute RTI periods, 4 times per week using Zearn to remediate Math skills in grades 3-6. Paras are pushed into grades K-2 classrooms to provide extra help in ELA and Math. Paras are used in teachers classroom during CKLA Rotation time to help with small group instruction. Fast ForWord is implemented in grades 3-6 twice a week during Lab time of 45 minutes two days a week to support literacy growth. Teachers use teacher table, small group instruction, TIERS and Zearn for RTI means as well.	Principals, Paras, technology coordinator	Aug 2020	May 2021	Records and reports are pulled by Lab para and kept on file. Para log books are checked. Fast ForWord reports are pulled and keep on file. FastForWord rewards will be recognized/distributed during moring announcements			Title 1
Teachers and administrators meet during data meetings to evaluate available data. This data is used to target strengths and weaknesses and helps to put students in RTI groups and flexible grouping for K-2 CKLA rotations. Paraprofessional used to assist in the classes with lower level students. SBLC Meets weekly with a pupil appraisal liason to inform about student progress or to make a plan for students who need additional assistance. Students were referred throughout the year for TIERS Screening and Interventions with Ms. Lisa Hebert.	Teachers, academic coach, admin			LEAP 360 Interims and Diagnostic exam, Progress Monitoring, Zearn, CKLA, and Dibels reports, SBLC Log, Screening and Interventions folder, Ms. Lisa's records for Tiers, data walls.			
Professional Development Activities							
PD will be based off individual/whole group need based on learning walks, observations, or teacher needs survey. Admin team meets once a week to discuss goal/plans for the week: CAP, Unit unpacking, Data Desagregation, Identify growth targets for students in grades 4-6 in ELA and Math, CKLA, LFBI, LASARD: Executive Functions and Environment, Examine Student Work, Assessments. Professional Development for Administrators: LFBI, School Kit, SOS, Network curriculum implementation training at monthly Principals' Meetings, State Personnel- Ms. Lakisha.	Principal and Assistant Principal, Instructional Coach	Aug 2020	May 2021	Teacher surveys and feedback, implementation of material			
Lesson plans are monitored and supported on Thursdays by Admin.	Principal and Assistant Principal, Instructional Coach	Aug 2020	May 2021	Lesson plan checklist and rubrics, annotations, copies of assessments, log			
Teacher Leaders will redeliver PD content to faculty, LEAP 360, and other PD's based on what the admin team sees fit, Nest, District PD, CPR, Inspiring leaders, SOS, Content Leader Redelivery, CAPS, and Writing PD, virtual PD by district.	Various staff including teacher leaders and professionals knowledgeable about the material being delivered	Aug 2020	May 2021	Staff surveys, monitoring the use of skills learned through what is seen in walk-throughs			Title 1
Parent and Family Engagement Activities							
Open House Alternative will take place at the beginning of the school year to share CES SIP plan goals and objectives, parental involvement plan, student compacts, and Parents Right to Know document.	Principals	Aug 2020	August 2020	Documentation invitation, sign in sheet, agenda, evaluations, pictures, Facebook Advertisement, District Newsletter, Journal Newspaper			Title 1
Weekly test papers are sent home on Tuesdays to be signed and reviewed by parents/guardians in take home folders. Teachers were required to keep a log of communication of students who were on virtual to ensure transparency. This also helped keep attendance and bring up any concerns of failing grades and other needs. The log was shared with Admin.	classroom teacher	Aug 2020	May 2021	Test papers log filed in teachers classroom			

Activity	Person(s) Responsible	Start	End	Documentation/Evaluation
Literacy tied into Black History Month with Community Outreach advertisements and endorsements on Facebook	Committee members and Admin.	February 202	March 2021	Invitations, sign in sheet, evaluation, Media posts
Academic Awards Banquet- students and parents attend this special day to showcase the academic accomplishments students received for the school year. This will be a drive through ceremony because we cannot have in person attendance.	Academic banquet committee	May 27th	May 27th	Documentation invitation, sign in sheet, agenda, evaluations, media posts
Report Card Nights	Admin. /Faculty & Staff	Nov. 2021	Mar 2	Sign in sheets, parent comments, attendance rate, social media posts
Parent Communications: Jcall, Notes home, Dojo, Takehome folder, Facebook, Marquee, APSB Parent Portal, Google Classroom, APSB Facebook sharing	Admin. /Faculty & Staff	Aug 1	May 1	Jcampus reports, Dojo reports, Student records kept by teacher, Facebook posts, marquee sign
PBIS Activities				
Teachers use a combination of Dojo points and week to week conduct rewarding in and out of classroom to reward positive behavior. Students can be rewarded on an individual basis as well as a group or class for reaching a set goal. Teachers also have individual rewards and incentives unique to their grade level including earning treats in the classroom, positive referral, praise, positive parent phone call, stickers, facebook advertisement of accomplishments, and other rewards.	Classroom teachers	Aug 2020	May 2021	Students weekly conduct reports, Class Dojo Reports, Parental Contact, media posts, school wide announcements
Every 4.5 weeks students are able to shop the PBIS store using point tickets given by the CES PBIS team. Students got a designated amount of points displaying positive behavior as evident by the progress report period and the report card period.	PBIS Comittee and principal	Aug 2020	May 2021	Weekly grades and/or report cards in conduct area, Class Dojo Report
Students are given rewards for earning positive office refferals. The positive office refferals are given to students who consistently exhibit the expectations for excellence. These can be made by any faculty member on campus.	Teachers and Principal	Aug 2020	May 2021	Weekly grades and/or report cards in conduct area, social media posts, certificate/shout out form given by Principal, picture taken
Students participate in conflict resolution classes twice a week to educate them on alternative ways to deal with problems rather than lash out. Lesson plans are based on PBIS Social skills hot spots depending on the age group.	Lab Para or other qulaified personnel			

Goal 2	By the end of the 2020-2021 school year, all students in grades K-2 will reach High Standards by attaining proficienct or better in ELA and Math and show growth in mastering grade level standards.

Research Based Strategy: CKLA Intervention/Burst/Amplify, Fast ForWord (Reading Assist), Zearn, Unique

	OBJECTIVES (Up to 3)	DESIRED OUTCOMES
1	Proficiency levels in grades K-2 ELA will increase 20%.	Proficiency levels in grades K-2 DIBELS Reading will increase from 20% to 40%.
2	Proficiency levels in grades K-2 Math will increase 17%.	Proficiency levels in grades K-2 DIBELS Math will increase from 33% to 50%.
3		

How are the objectives and activities monitored to ensure the Goal is met?

*Activities MUST include items that address: (1) Instructional Support, (2) RTI Activities, (3) Professional Development, (4)Parent and Family Engagement & (5) PBIS

ACTIVITY	Responsible Person	Start Date	End Date	Method of Evaluation		Cost	Funding Source
Instructional Activities							
School Improvement Plan will be redelivered to faculty and staff to discuss goals and objectives of the plan. Adjustments will be made to this working document as needed.	Principal and Assistant Principal	Aug 2020	May 2021	Parent Surveys, teacher sign in sheet, agenda			N/A
Leadership Team Meetings will occur quarterly to discuss SIP goals and objectives as well as other school related matters to raise SPS.	Leadership Team	Aug 2020	May 2021	Discussion, sign-in sheets, agenda, data			Title 1
Grade level goals will be established for student achievement in ELA and Math. These goals will be communicated to faculty, students, parents, and other essential stakeholders. Teachers will align their Student Learning Targets to the schools goals to improve student achievement. Teachers will align/revise their lesson plan and assessment measured against rigor document for assessments.	Admin Team	Aug 2020	May 2021	School established rubric/checklist, walkthroughs and feedback, Data for SLT. Teachers and administrative team will meet to dissaggregate data quarterly and review their goals			Title 1
Pre-k teachers/paras provide instruction to high risk students in order for them to be kindergarten ready.	Prek teachers, admin team	Aug 2020	May 2021	TS Gold Standards for Learning, CLASS assessment and guidance, Parental Meeting feedback from parents			LA4 local funding
Teachers will intergrate technology into their daily instruction to enhance the curriculum and emplement Eureka, Zearn,CKLA, and Guidebooks	all teachers	Aug 2020	May 2021	Technology needs assessment, Fast ForWord, CKLA/Burst, Zearn			Title 1
RTI Activities							
CKLA progress monitoring will occur every 10 lessons in K-2 classes. Non-Proficient students will receive individualize instruction during rotations/teacher table. Students will recieve 30 minute RTI periods, 4 times per week using Zearn to remediate Math skills in grades 3-6. Paras are pushed into grades K-2 classrooms to provide extra help in ELA and Math. Paras are used in teachers classroom during CKLA Rotation time to help with small group instruction. Fast ForWord is implemented in grades 3-6 twice a week during Lab time of 45 minutes two days a week to support literacy growth. Teachers use teacher table, small group instruction, TIERS and Zearn for RTI means as well.	Principals, Paras, technology coordinator	Aug 2020	May 2021	Records and reports are pulled by Lab para and kept on file. Para log books are checked. Fast ForWord reports are pulled and keep on file. FastForWord rewards will be recognized/distributed during moring announcements			Title 1
Teachers and administrators meet during data meetings to evaluate available data. This data is used to target strengths and weaknesses and helps to put students in RTI groups and flexible grouping for K-2 CKLA rotations. Paraprofessional used to assist in the classes with lower level students. SBLC Meets weekly with a pupil appraisal liason to inform about student progress or to make a plan for students who need additional assistance. Students were referred throughout the year for TIERS Screening and Interventions with Ms. Lisa Hebert.	Teachers, academic coach, admin			LEAP 360 Interims and Diagnostic exam, Progress Monitoring, Zearn, CKLA, and Dibels reports, SBLC Log, Screening and Interventions folder, Ms. Lisa's records for Tiers, data walls.			
Professional Development Activities							
PD will be based off individual/whole group need based on learning walks, observations, or teacher needs survey. Admin team meets once a week to discuss goal/plans for the week: CAP, Unit unpacking, Data Desagregation, Identify growth targets for students in grades 4-6 in ELA and Math, CKLA, LFBI, LASARD: Executive Functions and Environment, Examine Student Work, Assessments. Professional Development for Administrators: LFBI, School Kit, SOS, Network curriculum implementation training at monthly Principals' Meetings, State Personnel-Ms. Lakisha.	Principal and Assistant Principal, Instructional Coach	Aug 2020	May 2021	Teacher surveys and feedback, implementation of material			
Lesson plans are monitored and supported on Thursdays by Admin.	Principal and Assistant Principal, Instructional Coach	Aug 2020	May 2021	Lesson plan checklist and rubrics, annotations, copies of assessments, log			

Activity	Person Responsible	Start Date	End Date	Documentation			Funding
Teacher Leaders will redeliver PD content to faculty, LEAP 360, and other PD's based on what the admin team sees fit, Nest, District PD, CPR, Inspiring leaders, SOS, Content Leader Redelivery, CAPS, and Writing PD, virtual PD by district.	Various staff including teacher leaders and professionals knowledgeable about the material	Aug 2020	May 2021	Staff surveys, monitoring the use of skills learned through what is seen in walk-throughs			Title 1

Parent and Family Engagement Activities

Open House Alternative will take place at the beginning of the school year to share CES SIP plan goals and objectives, parental involvement plan, student compacts, and Parents Right to Know document.	Principals	Aug 2020	August 2020	Documentation invitation, sign in sheet, agenda, evaluations, pictures, Facebook Advertisement, District Newsletter, Journal Newspaper			Title 1
Weekly test papers are sent home on Tuesdays to be signed and reviewed by parents/guardians in take home folders. Teachers were required to keep a log of communication of students who were on virtual to ensure transparency. This also helped keep attendance and bring up any concerns of failing grades and other needs. The log was shared with Admin.	classroom teacher	Aug 2020	May 2021	Test papers log filed in teachers classroom			
Literacy tied into Black History Month with Community Outreach advertisements and endorsements on Facebook	Committee members and Admin.	February 2021	March 2021	Invitations, sign in sheet, evaluation, Media posts			
Academic Awards Banquet- students and parents attend this special day to showcase the academic accomplishments students received for the school year. This will be a drive through ceremony because we cannot have in person attendance.	Academic banquet committee	May 27th	May 27th	Documentation invitation, sign in sheet, agenda, evaluations, media posts			
Report Card Nights	Admin./Faculty & Staff	Nov. 2021	Mar 2	Sign in sheets, parent comments, attendance rate, social media posts			
Parent Communications: Jcall, Notes home, Dojo, Takehome folder, Facebook, Marquee, APSB Parent Portal, Google Classroom, APSB Facebook sharing	Admin./Faculty & Staff	Aug 1	May 1	Jcampus reports, Dojo reports, Student records kept by teacher, Facebook posts, marquee sign			

PBIS Activities

Teachers use a combination of Dojo points and week to week conduct rewarding in and out of classroom to reward positive behavior. Students can be rewarded on an individual basis as well as a group or class for reaching a set goal. Teachers also have individual rewards and incentives unique to their grade level including earning treats in the classroom, positive referral, praise, positive parent phone call, stickers, facebook advertisement of accomplishments, and other rewards.	Classroom teachers	Aug 2020	May 2021	Students weekly conduct reports, Class Dojo Reports, Parental Contact, media posts, school wide announcements			
Every 4.5 weeks students are able to shop the PBIS store using point tickets given by the CES PBIS team. Students got a designated amount of points displaying positive behavior as evident by the progress report period and the report card period.	PBIS Comittee and principal	Aug 2020	May 2021	Weekly grades and/or report cards in conduct area, Class Dojo Report			
Students are given rewards for earning positive office refferals. The positive office refferals are given to students who consistently exhibit the expectations for excellence. These can be made by any faculty member on campus.	Teachers and Principal	Aug 2020	May 2021	Weekly grades and/or report cards in conduct area, social media posts, certificate/shout out form given by Principal, picture taken			

Students participate in conflict resolution classes twice a week to educate them on alternative ways to deal with problems rather than lash out. Lesson plans are based on PBIS Social skills hot spots depending on the age group.	Lab Para or other qualified personnel					
School Improvement Plan will be redelivered to faculty and staff to discuss goals and objectives of the plan. Adjustments will be made to this working document as needed.	Principal and Assistant Principal	Aug 2020	May 2021	Parent Surveys, teacher sign in sheet, agenda		N/A
Leadership Team Meetings will occur quarterly to discuss SIP goals and objectives as well as other school related matters to raise SPS.	Leadership Team	Aug 2020	May 2021	Discussion, sign-in sheets, agenda, data		Title 1
Grade level goals will be established for student achievement in ELA and Math. These goals will be communicated to faculty, students, parents,	Admin Team	Aug 2020	May 2021	School established rubric/checklist, walkthroughs and feedback, Data for SLT. Teachers and administrative team will		Title 1
Pre-k teachers/paras provide instruction to high risk students in order for them to be kindergarten ready.	Prek teachers, admin team	Aug 2020	May 2021	TS Gold Standards for Learning, CLASS assessment and guidance, Parental Meeting feedback from parents		LA4 local funding
Teachers will intergrate technology into their daily instruction to enhance the curriculum and emplement Eureka, Zearn,CKLA, and Guidebooks	all teachers	Aug 2020	May 2021	Technology needs assessment, Fast ForWord, CKLA/Burst, Zearn		Title 1

RTI Activities

CKLA progress monitoring will occur every 10 lessons in K-2 classes. Non-Proficient students will receive individalize instruction during rotations/teacher table. Students will recieve 30 minute RTI periods, 4 times per week using Zearn to remediate Math skills in grades 3-6.	Principals, Paras, technology coordinator	Aug 2020	May 2021	Records and reports are pulled by Lab para and kept on file. Para log books are checked. Fast ForWord reports are pulled and keep on file. FastForWord rewards will be recognized/distributed during moring announcements		Title 1
Teachers and administrators meet during data meetings to evaluate available data. This data is used to target strengths and weaknesses and helps to put students in RTI groups and flexible grouping for K-2 CKLA rotations. Paraprofessional used to assist in the classes with lower level students. SBLC Meets weekly with a pupil appraisal liason to inform about student progress or to make a plan for students who need additional assistance. Students were referred throughout the year for TIERS Screening and Interventions with Ms. Lisa Hebert.	Teachers, academic coach, admin			LEAP 360 Interims and Diagnostic exam, Progress Monitoring, Zearn, CKLA, and Dibels reports, SBLC Log, Screening and Interventions folder, Ms. Lisa's records for Tiers, data walls.		

Professional Development Activities

PD will be based off individual/whole group need based on learning walks, observations, or teacher needs survey. Admin team meets once a week to discuss goal/plans for the week: CAP, Unit unpacking, Data Desagregation, Identify growth targets for students in grades 4-6 in ELA and Math, CKLA, LFBI, LASARD: Executive Functions and Environment, Examine Student Work, Assessments. Professional Development for Administrators: LFBI, School Kit, SOS, Network curriculum implementation training at monthly Principals' Meetings, State Personnel-Ms. Lakisha.	Principal and Assistant Principal, Instructional Coach	Aug 2020	May 2021	Teacher surveys and feedback, implementation of material		
Lesson plans are monitored and supported on Thursdays by Admin.	Principal and Assistant Principal, Instructional Coach	Aug 2020	May 2021	Lesson plan checklist and rubrics, annotations, copies of assessments, log		
Teacher Leaders will redeliver PD content to faculty, LEAP 360, and other PD's based on what the admin team sees fit, Nest, District PD, CPR, Inspiring leaders, SOS, Content Leader Redelivery, CAPS, and Writing PD, virtual PD by district.	Various staff including teacher leaders and professionals knowledgea	Aug 2020	May 2021	Staff surveys, monitoring the use of skills learned through what is seen in walk-throughs		Title 1

Parent and Family Engagement Activities

Open House Alternative will take place at the beginning of the school year to share CES SIP plan goals and objectives, parental involvement plan, student compacts, and Parents Right to Know document.	Principals	Aug 2020	August 2020	Documentation invitation, sign in sheet, agenda, evaluations, pictures, Facebook Advertisement, District Newsletter, Journal Newspaper		Title 1
Weekly test papers are sent home on Tuesdays to be signed and reviewed by parents/guardians in take home folders. Teachers were required to keep a log of communication of students who were on virtual to ensure transparency. This also helped keep attendance and bring up any concerns of failing grades and other needs. The log was shared with Admin.	classroom teacher	Aug 2020	May 2021	Test papers log filed in teachers classroom		
Literacy tied into Black History Month with Community Outreach advertisements and endorsements on Facebook	Committee members and Admin.	February 20	March 2021	Invitations, sign in sheet, evaluation, Media posts		

Academic Awards Banquet- students and parents attend this special day to showcase the academic accomplishments students received for the school year. This will be a drive through ceremony because we cannot have in person attendance.	Academic banquet committee	May 27th	May 27th	Documentation invitation, sign in sheet, agenda, evaluations, media posts			
Report Card Nights	Admin. /Faculty & Staff	Nov. 2021	Mar 2	Sign in sheets, parent comments, attendance rate, social media posts			
Parent Communications: Jcall, Notes home, Dojo, Takehome folder, Facebook, Marquee, APSB Parent Portal, Google Classroom, APSB Facebook sharing	Admin. /Faculty & Staff	Aug 1	May 1	Jcampus reports, Dojo reports, Student records kept by teacher, Facebook posts, marquee sign			
PBIS Activities							
Teachers use a combination of Dojo points and week to week conduct rewarding in and out of classroom to reward positive behavior. Students can be rewarded on an individual basis as well as a group or class for reaching a set goal. Teachers also have individual rewards and incentives unique to their grade level including earning treats in the classroom, positive referral, praise, positive parent phone call, stickers, facebook advertisement of accomplishments, and other rewards.	Classroom teachers	Aug 2020	May 2021	Students weekly conduct reports, Class Dojo Reports, Parental Contact, media posts, school wide announcements			
Every 4.5 weeks students are able to shop the PBIS store using point tickets given by the CES PBIS team. Students got a designated amount of points displaying positive behavior as evident by the progress report period and the report card period.	PBIS Comittee and principal	Aug 2020	May 2021	Weekly grades and/or report cards in conduct area, Class Dojo Report			
Students are given rewards for earning positive office refferals. The positive office refferals are given to students who consistently exhibit the expectations for excellence. These can be made by any faculty member on campus.	Teachers and Principal	Aug 2020	May 2021	Weekly grades and/or report cards in conduct area, social media posts, certificate/shout out form given by Principal, picture taken			
Students participate in conflict resolution classes twice a week to educate them on alternative ways to deal with problems rather than lash out. Lesson plans are based on PBIS Social skills hot spots depending on the age group.	Lab Para or other qulaified personnel						
Summative Evaluation	(To Be Completed at the end of the School Year)						

Part D:
Transition Activities (Must be completed)

Transition Activity	Timeline	Date	Person(s) Responsible
Kindergarten teacher Ms. Sandra Smith prepared a newletter for the upcoming pre-k students.			
Ms. Sandra gave her email address out to parents to email her with any kindergaten concerns or questions. This opened the line of communication up for parents with upcoming kindergarten students.			
Ms. Andre and Ms. Sandra met on two occasions to plan for materials to send home for students in becoming prepared for Math and Reading skills in Kindergarten. Ms. Andre included these in her parent newsletter.			
Cross-over ceremony	May 28th	May 28th	6th Grade Teachers

Title I School Wide Budget (attached)

Part E:

Statement Of Assurances

DISTRICT ASSURANCE

X_____ I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.

X_____ I assure that the school-level personnel, including subgroup representatives reponsible for implementation of this plan, have collaborated in the writing of

X_____ I hereby certify that this plan has all of the following components:

• A statement of the school's mission
• Evidence of the use of a comprehensive needs assessment
• Goals and measurable objectives
• Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
• Professional Development components aligned with assessed needs and strategies to attract and keep high quality teachers
• Plans for transitioning pre-school children to local elementary school programs
• Family and community involvement activities aligned with assessed needs
• Evaluation strategies that include methods to measure progress of implementation
• Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
• An action plan with timelines and specific activities for implementing the above criteria

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

Superintendent's Signature	**Principal's Signature**
Title I Director's Signature	**School Leadership Team Chairperson's Signature**

TITLE I SCHOOL IMPROVEMENT Minutes

School Name: _____CES_____   Principal____Shalonda Berry Washington_____

Date: _____ Semester __1 st Semester

In Attendance:
Minutes from the Second semester (__) meeting were read by:
Accepted by:
Minutes corrections:
Any Changes in your plan:
Title I programs 10 components Action Plan:

SIP Components	
Instruction **Programs Implemented** · **Needs Assessment** · **Pre Test** · **Monitor** · **Post Test** · **Evaluation/Impact**	
RTI · **Pre Test** · **Monitor** · **Post Test** · **Evaluation**	

Professional Development Activities Needs Assessment Audience Agenda Sign-in sheets Evaluations Follow-up/Evidence	

Goals: 2018-19 Goals Goal 1 __Increase in SPS by 2 points 58.2 to 60.2 ___ Met _____Succeeded ___ Not Met Goal 2 _80% of students will meet their ELA and Math growth target ____ Met _____Succeeded ___ Not Met

Goals: 2017-18 Goals Goal 1 __Increase in SPS by 7 points 44.5 to 51.5___ Met ___X____Succeeded ____ Not Met Goal 2 _53% of non proficient students in grades 4-6 will meet or exceed their growth targets_X__ Met _____Succeeded _ _ Not Met

Goals: 2016-17 Goals Goal 1 __Increase in SPS by 4 points ___ Met _____Succeeded __X____ Not Met Goal 2 _Reduce the number of non-proficient students from 99 to 69 ____ Met _____Succeeded __X_ _ Not Met

Goals: 2016-17 Goals Goal 1 __Increase in SPS by 4 points ___ Met _____Succeeded __X____ Not Met Goal 2 _Reduce the number of non-proficient students from 99 to 69 ____ Met _____Succeeded __X_ _ Not Met

Goals: 2016-17 Goals
Goal 1 __Increase in SPS by 4 points ___ Met _____Succeeded __X____ Not Met Goal 2 _Reduce the number of non-proficient students from 99 to 69 ____ Met _____Succeeded __X_ _ Not Met
Goals: 2015-16 Goals
Goal 1 increase SPS 7.2_____ Met _____Succeeded ___X__ Not Met Goal 2 _51% of non-proficient will meet growth goal____ Met _____Succeeded ___X__ Not Met

Family Involvement Activities **Parental Involvement Plan Notifications Agenda Sign-In Sheets Evaluations Documentation**	
PBIS **Coordinator Plan Events held Evaluation/Impact**	
School Improvement Plan: **School Improvement Plan Held Required Meetings o Planning Meeting with Stakeholders** **o Shared SIP with Stakeholders** **o Quarterly Meetings** **ü Required Documents** **ü Invitations** **ü Agendas** **ü Sign-In Sheets** **ü Evaluations** **ü Evidence**	
Title I Personnel **Observations CSR Enrollment Paras Log Books**	
Student Compacts **2015-16 ___80__% 2016-17 ___92__% 2017-18 ___75___% 2018-19 __80___%**	HQ Teachers ____% of HQ Teachers

Pre K Program HQ Teachers HQ Paras Enrollment Attendance Lunch Status	
Title I Budget Justifications/Alignment to SIP Purchase Orders Equipment Inventory	

Certification of Pay

 Certification of pay forms were signed and submitted to the Central Office

Attestation Letter

 Attestation letter was signed by Shalonda Berry Washington.

Evaluations were completed

Meeting Adjourned

TITLE I SCHOOL IMPROVEMENT Minutes		
School Name:_____CES_____	Principal___Shalonda Berry Washington_____	
Date: _____	Semester __2nd Semester	

In Attendance:
 Minutes from the First semester (__) meeting were read by:
 Accepted by:
 Minutes corrections:
 Any Changes in your plan:
 Title I programs 10 components Action Plan:

SIP Components	
Instruction **Programs Implemented** · **Needs Assessment** · **Pre Test** · **Monitor** · **Post Test** · **Evaluation/Impact**	
RTI · **Pre Test** · **Monitor** · **Post Test** · **Evaluation**	

Professional Development Activities Needs Assessment Audience Agenda Sign-in sheets Evaluations Follow-up/Evidence	

Goals: 2018-19 Goals Goal 1 __Increase in SPS by 2 points 58.2 to 60.2 ___ Met _____Succeeded ___ Not Met Goal 2 _80% of students will meet their ELA and Math growth target ____ Met _____Succeeded ___ Not Met

Goals: 2017-18 Goals Goal 1 __Increase in SPS by 7 points 44.5 to 51.5___ Met ___X____Succeeded ____ Not Met Goal 2 _53% of non proficient students in grades 4-6 will meet or exceed their growth targets_X__ Met _____Succeeded _ _ Not Met

Goals: 2016-17 Goals Goal 1 __Increase in SPS by 4 points ___ Met _____Succeeded __X____ Not Met Goal 2 _Reduce the number of non-proficient students from 99 to 69 ____ Met _____Succeeded __X_ _ Not Met

Goals: 2016-17 Goals Goal 1 __Increase in SPS by 4 points ___ Met _____Succeeded __X____ Not Met Goal 2 _Reduce the number of non-proficient students from 99 to 69 ____ Met _____Succeeded __X_ _ Not Met

Goals: 2016-17 Goals
 Goal 1 __Increase in SPS by 4 points ___ Met _____Succeeded __X___ Not Met Goal 2 _Reduce the number of non-proficient students from 99 to 69 ____ Met _____Succeeded __X_ _ Not Met
 Goals: 2015-16 Goals
 Goal 1 increase SPS 7.2_____ Met _____Succeeded ___X__ Not Met Goal 2 _51% of non-proficient will meet growth goal____ Met _____Succeeded ___X__ Not Met

Family Involvement Activities **Parental Involvement Plan Notifications Agenda Sign-In Sheets Evaluations Documentation**	
PBIS **Coordinator Plan Events held Evaluation/Impact**	
School Improvement Plan: **School Improvement Plan Held Required Meetings o Planning Meeting with Stakeholders** **o Shared SIP with Stakeholders** **o Quarterly Meetings** **ü Required Documents** **ü Invitations** **ü Agendas** **ü Sign-In Sheets** **ü Evaluations** **ü Evidence**	
Title I Personnel **Observations CSR Enrollment Paras Log Books**	
Student Compacts **2015-16 ___80__% 2016-17 ___92__% 2017-18 ___75___% 2018-19 __80___%**	HQ Teachers ____% of HQ Teachers

Pre K Program HQ Teachers HQ Paras Enrollment Attendance Lunch Status	
Title I Budget Justifications/Alignment to SIP Purchase Orders Equipment Inventory	

Certification of Pay

Certification of pay forms were signed and submitted to the Central Office

Attestation Letter

Attestation letter was signed by Shalonda Berry Washington.

Evaluations were completed

Meeting Adjourned

Title 1 Summary Cottonport Elementary School 2019-2020

Goal 1	By end of the 2019-2020 school year , ALL students will REACH HIGH STANDARDS, attain proficiency or better in ELA and Math.			
	OBJECTIVES (Up to 3)	**DESIRED OUTCOMES**		
	Assessment Index in grades 3-6 ELA will increase 5 pts	3rd Gr ELA LEAP Assessments Index will increase from 40.4 to 45.4 4th Gr ELA LEAP Assessments Index will increase from 38.6 to 43.6 5th Gr ELA LEAP Assessments Index will increase from 28.7 to 33.7 6th Gr ELA LEAP Assessments Index will Increase from 18.1 to 23.1		
	Assessment Index in grades 3-6 Math will increase 5 pts	3rd Gr Math LEAP Assessment Index will increase from 39.2 to 44.2 4th Gr Math LEAP Assessment Index will increase from 56.1 to 61.1 5th Gr MATH LEAP Assessments Index will increase from 32.3 to 37.3 6th Gr MATH LEAP Assessments Index will Increase from 28.9 to 33.9		
	Increase SPS by 5.9 points	SPS from 44.1-50		
	Summative Evaluation of Goal 1: _____MET * __N/A due to covid conditions school closure_____NOT MET			
Goal 2	By the end of the 2019-2020 school year, 54% of non-proficient students (K-2) will benchmark on the DIBELS Assessment.			
	OBJECTIVES (Up to 3)	**DESIRED OUTCOMES**		
	K will increase non-proficient student to benchmark by 5% points on DIBELS	69% to 74%		
	1st grade will increase non-proficient student to benchmark by 5% points on DIBELS	30% to 35%		
	2nd Grade will increase non-proficient student to benchmark by 5% points on DIBELS	46% to 51%		
	Summative Evaluation of Goal 2: _____MET *_____N/A due to Covid conditions school closure _____NOT MET			

ACTIVITIES		
Activity	**Evaluation**	**Successful/Reflections**

Instructional Activities		
Lesson Plans review and assessments review on Thursdays. Feedback given on Fridays. Individualized meetings and support as needed	Teachers teach to core curriculum with scaffolds as needed. All learners have high expectations.	Did not receive LEAP feedback to report on school wide results. Leap test was cancelled due to covid-19 pandemic.
Zearn-used to supplement/enhance Eureka Math Lesson and provide extra support	Math instructional was checked by walk-throughs. Lab para monitored use of ZEARN. Lesson plans checked for fidelity.	Action plans and feedback to teachers. Lab para kept binder of zearn usage.
Pre-k teacher/paras to provie instruction to high risk students in order for them to be kindergarten ready	Teachers taught Creative Curriculum with fidelity all year and assessed students' benchmarks using TS Gold and DIBELS.	Teachers were not able to be evaluated fully by end of year to judge how closely SLT Goals were met.
Learnzillion Guidebook, diverse learners guide, fluency remediation, academic vocabulary, and student workbooks	Fidelity to the instructional minutes was observed by walkthroughs and closely monitoring pacing of lessons. Coach worked on fluency and gave assessment guides to 3-6. Student workbooks helped all learners keep notes and become organized as well as brainstorm before writing a larger piece in ELA.	Did not receive LEAP feedback to report on school wide results. Leap test was cancelled due to covid-19 pandemic. However, majority of students passed core ELA curriculum with satisfactory grades.
RTI		
Fast ForWord, Zearn, Amplify Reading, Tiers 1 & 2, Para push in for CKLA rotations and Eureka Math (one hour per subject)	All students K-6 were involved in RTI within their classroom. There were 30 minutes at the end of the day where teachers worked with students during teacher table. Paras pushed in to work with teachers and students in small groups on core development. Sped Teachers pulled students out to remediate, test, and strengthen skills. SPED teachers also pushed in more to the regular education classroom.	Fast ForWord and Zearn were used during computer lab time. Students in K-2 used amplified/Bust for RTI during rotations. Select students were involved in Tier II and III intervention using the Tiers program. These students were pulled out by the interventionist (Lisa Hebert) in small groups or one-one-one. These RTI methods proved to be quite effective as per the data reports. Several students tested out of the Tiers program, and some students improved on the Fast ForWard. The students were progressing in Zearn as well. Unfortunately, we do not have end of the year data to quantify the results due to school closure.
Professional Development		
PD aligned to LCC & CCSS PreK-6 will be provided (Staff Development for Educators and monthly faculty meetings, Statewide PD in Science and SS, PBIS TIERS, formative assessment, lesson planning, assessment guide, test writing, LEAP 360	Sign in Sheets in teaming binder, CLU documentation from teachers, lesson plans, LEAP 360 results Midyear, student work samples, weekly assessment data	PD activities were very useful. As a school who has had staff turnover, it is imperative that teachers know how to execute instruction within their content area. Collaborating with one another was a comforting and trusting method to build our schools PLC'c. This continues to be an ongoing focus.
Bi-weekly-Teachers and Instructional Coach Teaming	Sign in sheets kept by coach, notes from teachers Collaboration and Planning sessions,	It was noted in the faculty survey that a portion of teachers did not feel that the PLC's they had to attend were useful to their practice. Upon reflecting, for the upcoming year, we would like to ensure more teachers find the PLC work productive and relevant to their time.
other instructional: CKLA, Fidelity to curriculum, Alignment of Rigor, Onsite Support Meetings, Guidebook and Fluency ELA, Data Disaggregation, Classroom Management	Sign in sheets, CLU'S earned by teachers, notes	When collaboration time was used between teacher-teacher, this seemed to be the most useful. Onsight support meetings helped our school focus direction and see trends both positiely and negatively. Other various instructional PD helped instruction to fully align throughout the year. This should be continued.
SOS learning walks provided by District and State Support Personnel	Meeting Agenda, trends, feedback and observation tool	Learning walks help to personify real time classroom practices that were calibrated to be effective and needing support. This was useful to aid admin to see areas for improvement and drive instruction accordingly.
Parent and Family Engagement		
Open House	Held 8-06-19 from 4:30-6:00. Parents and Guardians attended a school wide meeting in general session then broke into grade level sessions facilitated by the classroom teachers. Teachers discussed the overview of the school year and what to expect with parents. Parents also received their Right to Know Documentation and was informed about the SIP for the new year. Evaluations were turned in.	Open house was a success. 58 parents attended the event and the evaluations were 100% positive.
Report Card Night #1	Held on 10-15-19 from 4:30 to 7:00 at CES. Evaluation instruments used included: Pictures, agenda, invitation flyers & Marquee, sign in sheet for parents.	Report Card Night #1 was considered a success. Overall 185 parents were seen and their children's progress was discussed in individual meet and greets.
Report Card Night #2	Held 3-19-20 from 4:30-7:00 at CES. Evaluation instruments included: Pictures, agenda, invitation flyers, sign in, and parent sign in sheet.	Report Card night #2 is considered a success. About the same margin of parents participated as the first report card night. A total of 177 parents were were seen to discuss grades and behavioral progress of students.

Black History Month Celebration	Held on 2-21-20, program for parents, students, community members. Evaluation instruments included: Pictures, agenda, invitation flyers, sign in sheet, parent evaluations.	122 parents and community visitors were in attendance for this spectacular event. Evaluations noted successful appreciation of event held. The only criticisms were to start the event earlier and turn up the mic volume (3 total critiques, the rest all positive)
Family Math Night "Fall in love with Math"	Held 11-14-19 from 5:00-6:30 in the school gym. Grades Pre-K through 6th grade was invited. Evaluation instruments included: Pictures, agenda, invitation flyers, math boards, and parent evaluations.	64 students parents were in attendance. The night was considered a success and the children enjoyed playing math games with their parents. 100% of evaluations turned in were positive and the comments included parents showing gratitude to be able to attend events with their kids.
APSB Parent & Family Engagement Fair	Held 1-23-20 from 5:30-7:00 in Marksville at the Paragon Casino. Evaluations were completed. Students also completed game board that were retruned to school for jean day.	Parents/caregivers were invited and served a hot meal at this parish sponsored event. CES had a booth to represent all of the highlights our school has to offer. The event was enjoyable.
Parental Involvement Breakfast (PBIS Sponsored)	Held 3-6-20 at CES in cafeteria. Evaluations were used and parent sign in sheet.	35 Parents attended. This was a special invite breakfast for students who exhibited exceptional behavior and conduct. Breakfast was served by cafeteria staff and time was spent between child/parent to celebrate the occasion. 100% satisfaction was noted by parent via survey.
End of year pick up of awards, certificates, and report	Parent drove through due to the covid year pandemic and restrictions on entry of school. Parents picked up report cards, certificates, and awards. Throughout the summer, parents also picked up work packets to keep students on track. If they could not make the wave off, then they came in to the office during designated hours. Sign in sheet provided.	Referred to officially as our Wild Cat Wave off, this event was successful! Students enjoyed seeing their teachers, who they missed dearly. 6th graders exiting and Pre-k students were given the royal treatment as some parents and teachers made signs to send these kids on to the next grade and celebrate their achievements. 177 parents signed for report cards and awards.
PBIS		
Positive Store, PBIS PEP rally, PBIS parent breakfast	Every 2 weeks students were able to purchase items at various prices with the coin (Wildbucks) they earned for exhibiting positive behavior. This was done at the end of their P.E./Lab time. We also had a PBIS Pep Rally that was held the Friday before our home game (November 22, 2020). Students who had acceptable grades in behavior and exhibited positive behavior were allowed to attend. Additionally, we had a PBIS Parent Breakfast for students with acceptable grades in behavior and who exhibited positive behavior. This was held on March 6, 2020. We had several parents to RSVP for the event being so specialixed. All said (through the evaluation) that the time of the event was appropriate, the event was enjoyable for them and their child. The event was well organized, and they would be interested in attending another event like that.	Upon reflection, some PBIS was implemented, but not enough. Even with the short year, we still could be revamping our PBIS frequency of rewarding. Documentation and a new PBIS leadership team will be created and kept up with better for the upcoming year.
Positive Office Referrals turned in and signed by parties	Positive office referral form	Both teachers and students loved this special recognition. A special form was filled out to show recognition and the principal announced these comments to the school.
Student of the Month	Chosen by grade level for being a model student. One was chosen as a school to represent the school at the district monthly meeting.	The parents always seem to enjoy watching their children receive recognition at these meetings. We also display the students of the month on our facebook page. For next year, we will include a bulletin board to track these upfront at the office for parents to view.

Goal 1	By end of the 2020-2021 school year , ALL students will REACH HIGH STANDARDS, attain proficiency or better in ELA and Math and show growth in mastering grade level standards.

OBJECTIVES (Up to 3)	DESIRED OUTCOMES	RESULTS
Assessment Index in grades 3-6 ELA will increase 2 pts	3rd Gr ELA LEAP Assessments Index will increase from 40.4 to 42.4 4th Gr ELA LEAP Assessments Index will increase from 38.6 to 40.6 5th Gr ELA LEAP Assessments Index will increase from 28.7 to 30.7 6th Gr ELA LEAP Assessments Index will Increase from 18.1 to 20.1	Restults of the LEAP assessment are not expected until late July. Information will be updated when scores are released and data is disaggregated.
Assessment Index in grades 3-6 Math will increase 2 pts	3rd Gr Math LEAP Assessment Index will increase from 39.2 to 41.2 4th Gr Math LEAP Assessment Index will increase from 56.1 to 58.1 5th Gr MATH LEAP Assessments Index will increase from 32.3 to 34.3 6th Gr MATH LEAP Assessments Index will Increase from 28.9 to 30.9	Results of the LEAP assessment are not expected until late July. Information will be updatged when scores are released and data is disaggregated.
Increase SPS by 2.5 points	SPS from 44.1-46.6	Results of the LEAP assessment are not expected until late July. Information will be updated when scores are released and data is disaggregated.

Summative Evaluation of Goal 1: _____MET _____NOT MET

Goal 2	By the end of the 2020-2021 school year, all students in grades K-2 will reach High Standards by attaining proficienct or better in ELA and Math and show growth in mastering grade level standards.

OBJECTIVES (Up to 3)	DESIRED OUTCOMES	RESULTS
Proficiency levels in grades K-2 ELA will increase 20%.	Proficiency levels in grades K-2 DIBELS Reading will increase from 20% to 40%.	Levels in grades K-2 in ELA ended with 45% proficiency.
Proficiency levels in grades K-2 Math will increase 17%.	Proficiency levels in grades K-2 DIBELS Math will increase from 33% to 50%.	Levels in grades K-2 in Math ended with 52% proficiency.

Summative Evaluation of Goal 2: _____X____MET _____NOT MET

ACTIVITIES

Activity	Evaluation	Successful/Reflections
Instructional Activities		
School Improvement Plan	School Improvement Plan redelivered to faculty and staff to discuss goals and objectives of the plan. Adjustments made to this working document as needed.	SIP was revisited and referred to often. One thing we did was Mrs. Berry sent out a weekly staff newletter. In this newsletter she referenced the schools SPS goals as well as the districts goals. Many of the staff enjoyed receiving infomration this way. As a reflection, we would like to be able to meet and discuss SIP more in person at faculty and staff meetings for the upcoming year.
Leadership Team Meetings	Leadership Team Meetings were held quarterly as a comittee to discuss SIP goals and objectives as well as other school related matters to raise SPS.	In general, the committee this year was very open to looking at data that would improve the schools SPS. Often there were changes this year, but every member of the team was committed to looking at how to better get education at CES on track for mastery. Smart Scheduling was a priority tackled to increase instructional minutes throughout the year and not wasting any instructional time.
Grade level Alignment of Goals	Grade level goals established for student achievement in ELA and Math. These goals communicated to faculty, students, parents, and other essential stakeholders.	Teachers closely aligned their Student Learning Targets to the school's goals. Teachers successfully aligned and revised lesson plans and assessments measured against rigor document for assessments put out by the state. ELA in 3-6 focused heavily on writing with daily writing implementation and a stamp was purchased to match the writing rubric of LEAP and make getting feedback to students quick and efficient.
Pre-K Transition	Pre-k teachers/paras provide instruction to high risk students in order for them to be kindergarten ready.	Pre-K teachers did not get to visit head start or the kindergarten classrooms as they would have traditioanlly done. With Covid restrictions and sitauations at CES, the end of the year information was disseminated instead in the most friendly and safe way possible. Teachers sent out newletters home to students taking ELA and Math information from Kindergarten lead teacher Mrs. Sandra Smith. Mrs. Smith also included her contact information with the offer to answer questions parents may have for the upcoming kindergarten year.
Instructional Technology	Teachers intergrated technology into their daily instruction to enhance the curriculum and implement Eureka, Zearn,CKLA, and Guidebooks	Teachers incorporated more technology into daily lessons then they ever have before. With Covid scheduling, teachers and paras had to learn innovative ways to communicate with students who were virtual. Teachers went above and beyond in this category. Teachers were finding and sharing with other teachers programs which helped to deliver in person and virtual instruction. Some of these used were: Google Classroom, in Sync Great Minds, Zearn, Fast ForWord, CKLA, Guidebooks, Eureka Math, Edulastic, freerice vocabulary, LEAP Diagnostic & Interim through DRC, Amplify/Burst, DIBELS Math and more. Teachers video streamed live instruction with one on one meets with students. Teachers also posted district made videos and cotaught from the smartboard at times when classrooms couldn't be swicthed. We rocked instructional technology and learned a lot even as adults.

Activity	Evaluation	Successful/Reflections
RTI		
	CKLA progress monitoring will occur every 10 lessons in K-2 classes. Non-Proficient students will receive individalize instruction during rotations/teacher table. Students will recieve 30 minute RTI periods. 4 times per week using Zearn to remediate Math	This was successful! During lab time, students worked on Fast ForWord and Zearn form remediation. Students in K-2 had CKLA Rotations with Burst RtI during their daily

Activity	Evaluation	Successful/Reflections
CKLA Progress Monitoring, Lab Time for Reading and Math	during rotations/teacher table. Students will recieve 30 minute RTI periods, 4 times per week using Zearn to remediate Math skills in grades 3-6. Paras are pushed into grades K-2 classrooms to provide extra help in ELA and Math. Paras are used in teachers classroom during CKLA Rotation time to help with small group instruction. Fast ForWord is implemented in grades 3-6 twice a week during Lab time of 45 minutes two days a week to support literacy growth. Teachers use teacher table, small group instruction, TIERS and Zearn for RTI means as well.	reading block. Students were progressed monitored every 2 weeks. The data was used to guage small group instruction. Students in grades K-2 met their learing goals. We are hopeful and currently waiting for the results of the LEAP test for grades 3-6.
Data Disaggregation and School Level Comittment	Teachers and administrators meet during data meetings to evaluate available data. This data is used to target strengths and weaknesses and helps to put students in RTI groups and flexible grouping for K-2 CKLA rotations. Paraprofessional used to assist in the classes with lower level students. SBLC Meets weekly with a pupil appraisal liason to inform about student progress or to make a plan for students who need additional assistance. Students were referred throughout the year for TIERS Screening and Interventions with Ms. Lisa Hebert.	This was successful! We met every 2 weeks to disaggregate data. The information collected from the data was used to guage small group RtI instruction. The data was also used in SBLC meetings, where students would be referred for more intervention if needed.

Activity	Evaluation	Successful/Reflections
Professional Development		
Teaming/CAPS & Specific Professional Development	PD will be based off individual/whole group need based on learning walks, observations, or teacher needs survey. Admin team meets once a week to discuss goal/plans for the week: CAP, Unit unpacking, Data Desagregation, Identify growth targets for students in grades 4-6 in ELA and Math, CKLA, LFBI, LASARD: Executive Functions and Environment, Examine Student Work, Assessments. Professional Development for Administrators: LFBI, School Kit, SOS, Network curriculum implementation training at monthly Principals' Meetings, State Personnel-Ms. Lakisha. Sign In sheets and Agendas documented.	PD was based off of the needs of the staff. Starting teh year out at CES, there were many new staff members; some new to teaching entirely. There was a wide range of PD needs for us as a school. One PD we were fortunate to be able to use and implement was the PD's through LASARD. This PD was useful to all staff as we know that we have a population of students who would directly benefit in this traings. Some of these trainings offered behavior management of students with lower than average range of cognitive functioning, those who struggle with learning disabilities and autism, transitional cues we could give to students struggling to transition to and from classsroom activities and settings, how to best handle students with poor self care of self and emotions, responsibility, and how to even ask for help instead of getting angry or giving up. Mrs. Dawn Pitre, Mrs. Tammy Tassin, Mrs. Berry, and Mrs. Ashley met with coordinator Kristen McDaniel throughout the year to look at individual school needs, make appointments to observe and give feedback to the teacher and for Mrs. McDaniel to answer questions for admin. PD offered from the district virtually was also more abundant and readily available for staff to attend.
Lesson Plans and Teacher Support	Lesson plans are monitored and supported on Thursdays by Admin. Meetings documented in binder.	This changed to Tuesdays for Mrs. Ashley (ELA 3-6) and Ms. Candice (Math 3-6). Mrs. Berry continued to meet on Thursdays. This worked well because Mrs. Ashley had SBLC every Thursday and Ms. Candice wasn't at CES on Thursdays. Teachers enjoyed the days of meeting for support and there were many ideas shared through this. Taking time to meet was important for growth as a faculty. One thing we would like to do is meet next year if possible with more than one grade level. For example, try to have 3rd and 4th ELA meet together. This will be brainstormed as we look at schedules.
Teacher Redelivery and Leadership	Teacher Leaders will redeliver PD content to faculty, LEAP 360, and other PD's based on what the admin team sees fit, Nest, District PD, CPR, Inspiring Leaders, Content Leader Redelivery, CAPS, and Writing PD, virtual PD by district. Sign In sheets and Agendas documented.	Mrs. Shelby Gash redelivered to the staff on Deescalation strategies for Behavior Management. Mrs. Ashley redelivered Trauma based best teaching practices for students during the covid year. Ms. Candice redelivered Math content leader strategies she learned throughout the year. We did not get to have teacher redelivery facilitated like we had planned. While we did share ideas and information to the best of our abilities, it is usally better to meet in person. Fortunately this year we did make a Wildcat Hub where PD resources, videos, newsletters, and other important documents were stored adn easily accessible throughout the year.

Activity	Evaluation	Successful/Reflections
Parent and Family Engagement		
Open House	Open House Alternative will take place at the beginning of the school year to share CES SIP plan goals and objectives, parental involvement plan, student compacts, and Parents Right to Know document. Sign In sheets and Agendas documented.	This was a success! Parents came out and were given packets including: Parents Right to Know, student compacts, parental involvement plan, and CES SIP goals. They also meet with teachers.
Jr. Beta Induction	Limited Parent(s) will attend the Jr. Beta Induction of their child in grades 3-6 who are incoming members. Sign In sheets and Agendas documented.	This was a success! Parents/guardians came out it see their student inducted into Jr. Beta. Student were pinned with their national Jr. Beta pins.
Test Papers & Parent Communication	Weekly test papers are sent home on Tuesdays to be signed and reviewed by parents/guardians in take home folders. Teachers were required to keep a log of communication of students who were on virtual to ensure transparency. This also helped keep attendance and bring up any concerns of failing grades and other needs. The log was shared with Admin.	This was a success! Teachers sent weekly graded papers home with students. Teachers also made contact with parents. Teachers were given a contact log via google docs which was shared with administration.
Black History Month & Literacy	Literacy tied into Black History Month with Community Outreach advertisements and endorsements on our school's Facebook Page. Surveys returned by students with parents comments and questions.	This was a success! We has community members involved in our Black History Literacy month. Miss Hope on the River, Lilllian Berry, did a read aloud video that was shared via Facebook. Students also had Black History activies which were tied to literacy that were sent home as a family engagement activity. Students were given a reward if they brought back completed activites with parent signatures and evaluations.
Report Card Nights	Parents will come to the school to pick up students report cards. If parents have any concerns, they will schedule a time to meet with the teacher during the hours of report card night.	This was a success! Parents came by the school to pick up their stuents' report cards. If they had any concerns, they scheduled an appointment with the teachers during the hours of report card night.
Other parent Communication	Parent Communications: Jcall, Notes home, Dojo, Takehome folder, Facebook, Marquee, APSB Parent Portal, Google Classroom, APSB Facebook sharing	This was somewhat of a success. Jcalls were sent out, however, some parents didn't get the information due to the fact that we didn't have updated numbers. Many, but not all parents signed up on Dojo. Notes and takehome folders were sent home, but not all stuent gave them to parents. We did share a lot of information on Facebook, but not all parents have Facebook.

| Veteran's Auxillary Essay Contest on Citizenship | 6th Grade students were given a topic to write about. They were allowed to work on this essay at home with the help of their parents/guardians. | This was a success! One of our students won the writing contest and as entered on the state level. |
| End of Year "Pick Up Parade" | Students in grades PreK, Kindergarten, and 6th grade will have their end of the year ceremony via "Pick Up Parade". | Held May 27th for Kindergarten and Pre-K students. Held May 28th for 6th grade students crossing over into High School. CES had a successful turn out of parents who came through the parking lot at CES. Parents decorated their vehicles with posters, balloons, and other eye catching decor to celebrate their student. Pictures of the event were posted on facebook. Flyers went home with instrcutions with the time to come before the event. Class Dojo messages and a jcall was sent out to students as well. |

PBIS

Activity	Evaluation	Successful/Reflections
Individual Classroom Teachers	Teachers use a combination of Dojo points and week to week conduct rewarding in and out of classroom to reward positive behavior. Students can be rewarded on an individual basis as well as a group or class for reaching a set goal. Teachers also have individual rewards and incentives unique to their grade level including earning treats in the classroom, positive referral, praise, positive parent phone call, stickers, facebook advertisement of accomplishments, and other rewards.	The teachers used Dojo points to assign weekly behavior grades. Students were rewarded according to their behavior grades. During the middle of the 9 weeks, during progress report time, student were able to shop in the PBIS store according to their grades. All students with an average of an A or B were able to shop in the PBIS store. At the end of the 9 weeks, there was a bigger reward like the Valentine's Day Dance, the Bunny Hop, Movie Day, etc. Teachers also gave individual and class rewards.
PBIS Store	Every 4.5 weeks students are able to shop the PBIS store using point tickets given by the CES PBIS team. Students got a designated amount of points displaying positive behavior as evident by the progress report period and the report card period.	Students with an A or B average at the end of progress report or report card period were able to shop in the PBIS store. There were a variety of items in the store that peeked the students' interest for example: snacks, supplies, toys, free dress passes, etc.
Positive Office Referrals	Students are given rewards for earning positive office refferals. The positive office refferals are given to students who consistently exhibit the expectations for excellence. These can be made by any faculty member on campus.	Students were given positive office referrals for consistently exhibitting the positive expectations and behavior. Students enjoyed hearing their names over the intercom and recieving rewards. Students' names were also entered into a raffle for prizes at the end of the semester.
Social Lesson Plans	Students participate in conflict resolution classes twice a week to educate them on alternative ways to deal with problems rather than lash out.Lesson plans are based on PBIS Social skills hot spots depending on the age group.	This only lasted for a few months until or Para resigned.
Citizenship Awarding End of Year	Criteria were set up for students who displayed positive behavior and recieved no major referral all year long.	Many students in each grade level were awarded the Citizenship award at the end of the school year.
Student Leadership Representative	A student, Bethany Guillory, was selected to represent CES at the district meeting concerning handbooks and other policies.	Bethany accomapnied Ms. Ashley to all of the district meeting that required a representative. She gave insightful input and enjoyed her experience.

TITLE I SCHOOL IMPROVEMENT Minutes

School Name: _____CES_____   Principal____Jessica Gauthier_____

Date: _____12/11/2018_____   Semester __1 st Semester

In Attendance: Demetria Alexander, Wendy Marchand, Ali Laborde, Jessica Gauthier, Monique Gaspard, Andre Spencer, Thelma Prater, and Becky Spencer,

Minutes from the Second semester (__Spring 2018_) meeting were read by: Becky Spencer
Accepted by: Monique Gaspard and 2nd by Jessica Gauthier
Minutes corrections:
Any Changes in your plan:
Title I programs 10 components Action Plan:

SIP Components	
Instruction **Programs Implemented** · **Needs Assessment** · **Pre Test** · **Monitor** · **Post Test** · **Evaluation/Impact**	Teachers are implementing Eureka Math daily in grades PreK-6. Learn Zillion was used to teaches lessons and help teachers with pacing. Assessments are aligned to CCSS and instructional lesson plans. Weekly grade level meetings are held to evaluate assessments. School level goals were presented at the open house to parents and to faculty at faculty meetings. Teacher SLTs were closely aligned to the school goals.
RTI · **Pre Test** · **Monitor** · **Post Test** · **Evaluation**	**Dibels progress monitoring will occur every 3 weeks for grades K-3. Non-Proficient students will receive two 45 minute RTI periods per week using Zearn to remediate Math skills. Paras are pushed into grades K-3 classrooms to provide extra help in ELA and Math. Paras are used in teachers classroom during Daily 5 time to help with small group instruction. PE teacher goes into select math classrooms (3rd-4th) to assist with extra support/small group instruction. Lab para goes in to 3rd and 4th grade to support with small group instruction. Fast ForWord is implemented in grades 2-6 during the Science block for a total of 45 minutes three days a week to support literacy growth. Teachers use teacher table, small group instruction, TIERS and Zearn for RTI means as well. Tutoring is also done before and after school. Teachers meet during Data meetings to evaluate student data and plan RTI groups.**

| Professional Development Activities Needs Assessment Audience Agenda Sign-in sheets Evaluations Follow-up/Evidence | PD is aligned to Louisiana State Standards and done during teaming by teachers and the instructional coach, Lauren. It included topics such as Fast ForWord, DRC platform, COMPASS, Technology test prep, Scholastic leveled readers and Discipline in JCAMPUS. The focus for CES has been student relationships and behavioral concerns.

CAP is done at least twice per week for teachers in all grade levels. One-on-one teaming sessions are provided on an as needed basis.

PD is based on individual or whole group based on teacher needs assessment and/or walk through data. Admin meets the third day the instructional coach is at school to plan for the next week.

Lesson plan checks are done on Thursdays with Math and ELA being checked by Mrs. Jessica and Science and Social Studies being checked by Ms. Monique. Teachers participate in NEST, District Tech PD and CAP |
| --- | --- |

Goals: 2018-19 Goals Goal 1 __Increase in SPS by 2 points 58.2 to 60.2 ___ Met _____Succeeded ___ Not Met Goal 2 _80% of students will meet their ELA and Math growth target ____ Met _____Succeeded ___ Not Met

Goals: 2017-18 Goals Goal 1 __Increase in SPS by 7 points 44.5 to 51.5___ Met ___X____Succeeded ____ Not Met Goal 2 _53% of non proficient students in grades 4-6 will meet or exceed their growth targets_X__ Met _____Succeeded _ _ Not Met

Goals: 2016-17 Goals Goal 1 __Increase in SPS by 4 points ___ Met _____Succeeded __X____ Not Met Goal 2 _Reduce the number of non-proficient students from 99 to 69 ____ Met _____Succeeded __X_ _ Not Met

Goals: 2016-17 Goals Goal 1 __Increase in SPS by 4 points ___ Met _____Succeeded __X____ Not Met Goal 2 _Reduce the number of non-proficient students from 99 to 69 ____ Met _____Succeeded __X_ _ Not Met

Goals: 2016-17 Goals
Goal 1 __Increase in SPS by 4 points ___ Met _____Succeeded __X____ Not Met Goal 2 _Reduce the number of non-proficient students from 99 to 69 ____ Met _____Succeeded __X_ _ Not Met
Goals: 2015-16 Goals
Goal 1 increase SPS 7.2_____ Met _____Succeeded ___X__ Not Met Goal 2 _51% of non-proficient will meet growth goal____ Met _____Succeeded ___X__ Not Met

Family Involvement Activities **Parental Involvement Plan** **Notifications Agenda Sign-In Sheets Evaluations Documentation**	JCALLS are used on a regular basis to inform parents of upcoming events. Student planners are also used for teachers to communicate with parents. Weekly test papers are sent home on Tuesdays to be signed and reviewed by parents. Facebook is used to communicate with Parents regularly. Open house was held and parents received the rights to know and student compacts. Math LEAP Collaboration was held as well as report card night.
PBIS **Coordinator Plan Events held Evaluation/Impact**	Teachers use a combination of Dojo points and week to week conduct rewarding in and out of classroom to reward positive behavior. Students can be rewarded on an individual basis as well as a group or class for reaching a set goal. Teachers also have individual rewards and incentives unique to their grade level including free recess time, earning treats in the classroom, PBIS tickets, stickers, and other rewards. Every 2 weeks students are able to shop at the PBIS store from points they've earned. Students get points for attendance, grades, conduct and the ability to go without referrals.
School Improvement Plan: **School Improvement Plan Held Required Meetings o Planning Meeting with Stakeholders** **o Shared SIP with Stakeholders** **o Quarterly Meetings** **ü Required Documents** **ü Invitations** **ü Agendas** **ü Sign-In Sheets** **ü Evaluations** **ü Evidence**	A Quarterly Leadership meeting was held once and discussed activities and planned them out.
Title I Personnel **Observations CSR Enrollment Paras Log Books**	Sherry Reech is the CSR teacher at CES for the 18-19 school year. She currently has _17_ students and the other 4th grade teacher also has _23__ students.
Student Compacts **2015-16 ___80__% 2016-17 ___92__% 2017-18 ___75___% 2018-19 __80___%**	HQ Teachers __91__% of HQ Teachers

Pre K Program HQ Teachers HQ Paras Enrollment Attendance Lunch Status	Teachers are using a combination of Eureka Math, Units, TS Gold and Creative Curriculum. They are serving approximately _37 students in Pre-K - LA 4 - 20 students and 17 students for local funds. None are funded by Title 1.
Title I Budget Justifications/Alignment to SIP Purchase Orders Equipment Inventory	

Certification of Pay

Certification of pay forms were signed and submitted to the Central Office

Attestation Letter

Attestation letter was signed by Jessica Gauthier.

Evaluations were completed

Meeting Adjourned

TITLE I SCHOOL IMPROVEMENT Minutes

School Name:_____CES_____ Principal ____Jessica Gauthier_____

Date: _____5/13/2019_____ Semester __2nd Semester

In Attendance: Demetria Alexander, Wendy Marchand, Monique Gaspard, Andre Spencer, Thelma Prater, and Becky Spencer,

Minutes from the Second semester (__Fall 2018_) meeting were read by: Wendy Marchand
Accepted by: Becky Spencer made the motion to accept and 2nd by Monique Gaspard
Minutes corrections:
Any Changes in your plan: The plan needs to be updated from the Fall. It has not been updated.
Title I programs 10 components Action Plan:

SIP Components	
Instruction **Programs Implemented** · **Needs Assessment** · **Pre Test** · **Monitor** · **Post Test** · **Evaluation/Impact**	Teachers are implementing Eureka Math daily in grades PreK-6. Learn Zillion was used to teaches lessons and help teachers with pacing. Assessments are aligned to CCSS and instructional lesson plans. Weekly grade level meetings are held to evaluate assessments. School level goals were presented at the open house to parents and to faculty at faculty meetings. Teacher SLTs were closely aligned to the school goals. Grade Levels are held on Monday and Tuesdays K-6 grade.
RTI · **Pre Test** · **Monitor** · **Post Test** · **Evaluation**	Dibels progress monitoring will occur every 3 weeks for grades K-3. Non-Proficient students will receive two 45 minute RTI periods per week using Zearn to remediate Math skills. Paras are pushed into grades K-3 classrooms to provide extra help in ELA and Math. Paras are used in teachers classroom during Daily 5 time to help with small group instruction. PE teacher goes into select math classrooms (3rd-4th) to assist with extra support/small group instruction. Lab para goes in to 3rd and 4th grade to support with small group instruction. Fast ForWord is implemented in grades 2-6 during the Science block for a total of 45 minutes three days a week to support literacy growth. Teachers use teacher table, small group instruction, TIERS and Zearn for RTI means as well. Tutoring is also done before and after school. Teachers meet during Data meetings to evaluate student data and plan RTI groups.

Professional Development Activities Needs Assessment Audience Agenda Sign-in sheets Evaluations Follow-up/Evidence	PD is aligned to Louisiana State Standards and done during teaming by teachers and the instructional coach, Lauren. It included topics such as Fast ForWord, DRC platform, COMPASS, Technology test prep, Scholastic leveled readers and Discipline in JCAMPUS. The focus for CES has been student relationships and behavioral concerns. CAP is done at least twice per week for teachers in all grade levels. One-on-one teaming sessions are provided on an as needed basis. PD is based on individual or whole group based on teacher needs assessment and/or walk through data. Admin meets the third day the instructional coach is at school to plan for the next week. Lesson plan checks are done on Thursdays with Math and ELA being checked by Mrs. Jessica and Science and Social Studies being checked by Ms. Monique. Teachers participate in NEST, District Tech PD and CAP Adrienne participated in Aspiring leaders. The leadership team participates in SOS with the District leaders.

Goals: 2018-19 Goals Goal 1 __Increase in SPS by 2 points 58.2 to 60.2 ___ Met _____Succeeded ___ Not Met   Goal 2 _80% of students will meet their ELA and Math growth target ____ Met _____Succeeded ___ Not Met

Goals: 2017-18 Goals Goal 1 __Increase in SPS by 7 points 44.5 to 51.5___ Met ___X____Succeeded ____ Not Met   Goal 2 _53% of non proficient students in grades 4-6 will meet or exceed their growth targets_X__ Met _____Succeeded _ _ Not Met

Goals: 2016-17 Goals Goal 1 __Increase in SPS by 4 points ___ Met _____Succeeded __X____ Not Met Goal 2 _Reduce the number of non-proficient students from 99 to 69 ____ Met _____Succeeded __X_ _ Not Met

Goals: 2016-17 Goals Goal 1 __Increase in SPS by 4 points ___ Met _____Succeeded __X____ Not Met Goal 2 _Reduce the number of non-proficient students from 99 to 69 ____ Met _____Succeeded __X_ _ Not Met

Goals: 2016-17 Goals **Goal 1 __Increase in SPS by 4 points ___ Met _____Succeeded __X____ Not Met Goal 2 _Reduce the number of non-proficient students from 99 to 69 ____ Met _____Succeeded __X_ _ Not Met** **Goals: 2015-16 Goals** **Goal 1 increase SPS 7.2_____ Met _____Succeeded ___X__ Not Met Goal 2 _51% of non-proficient will meet growth goal____ Met _____Succeeded ___X__ Not Met**	
Family Involvement Activities **Parental Involvement Plan Notifications Agenda Sign-In Sheets Evaluations Documentation**	JCALLS are used on a regular basis to inform parents of upcoming events. Student planners are also used for teachers to communicate with parents. Weekly test papers are sent home on Tuesdays to be signed and reviewed by parents. The District Newsletter is sent out monthly to parents. Facebook is used to communicate with Parents regularly. Open house was held and parents received the rights to know and student compacts. Math LEAP Celebration on November 29th was held as well as report card night on October 18th. Report Card night March 21st. LEAP Testing Metting for parents on April 8th. District PI Fair January 24th. School Lunch Week was held in October. Academic Awards banquest is coming up in a few days - May 17th -22nd
PBIS **Coordinator Plan Events held Evaluation/Impact**	Teachers use a combination of Dojo points and week to week conduct rewarding in and out of classroom to reward positive behavior. Students can be rewarded on an individual basis as well as a group or class for reaching a set goal. Teachers also have individual rewards and incentives unique to their grade level including free recess time, earning treats in the classroom, PBIS tickets, stickers, and other rewards. Every 2 weeks students are able to shop at the PBIS store from points they've earned. Students get points for attendance, grades, conduct and the ability to go without referrals. Several teachers participated in the Regional PBIS training in Natchitoches.
School Improvement Plan: **School Improvement Plan Held Required Meetings o Planning Meeting with Stakeholders** **o Shared SIP with Stakeholders** **o Quarterly Meetings** **ü Required Documents** **ü Invitations** **ü Agendas**	A Quarterly Leadership meeting was held in June and August. School Plan was discussed activities and planned them out.

Title I Personnel Observations CSR Enrollment Paras Log Books	Sherry Reech is the CSR teacher at CES for the 18-19 school year. She currently has 17 students and the other 4th grade teacher also has 23 students.
Student Compacts 2015-16 ___80__% 2016-17 ___92__% 2017-18 ___75___% 2018-19 _80_%	HQ Teachers ___87__% of HQ Teachers
Pre K Program HQ Teachers HQ Paras Enrollment Attendance Lunch Status	Teachers are using a combination of Eureka Math, Units, TS Gold and Creative Curriculum. They are serving approximately 37 students in Pre-K. Andre has 20 students and the other class has 17. Pre-K - LA 4 - 20 students and 17 students for local funds. None are funded by Title 1.
Title I Budget Justifications/Alignment to SIP Purchase Orders Equipment Inventory	
Transitions	Pre K visited K. 6th grade visited BHS and LASAS. 6th grade will also had a crossover ceremony on May 20, 2019.
Certification of Pay **Certification of pay forms were signed and submitted to the Central Office**	

Attestation Letter   **Attestation letter was signed by Monique Gaspard.**
Evaluations were completed
Meeting Adjourned

Title 1 Summary

Goal 1	By end of the 2017-2018 school year , ALL students will REACH HIGH STANDARDS, attain proficiency or better in ELA and Math, increasing SPS from 44.5 to 51.5 This is an increase of 7 points.

	OBJECTIVES (Up to 3)	DESIRED OUTCOMES
	Assessment Index in grades 3-6 ELA will increase 7 pts	3rd Gr ELA LEAP Assessments Index will increase from 59.2 to 66.2 4th Gr ELA LEAP Assessments Index will increase from 49.1 to 56.1 5th Gr ELA LEAP Assessments Index will increase from 60.8 to 67.8 6th Gr ELA LEAP Assessments Index will Increase from 47.3 to 54.3
	Assessment Index in grades 3-6 Math will increase 7 pts	3rd Gr Math LEAP Assessment Index will increase from 76.8 to 83.8 4th Gr Math LEAP Assessment Index will increase from 32.4 to 39.4 5th Gr MATH LEAP Assessments Index will increase from 54.1 to 61.1 6th Gr MATH LEAP Assessments Index will Increase from 43.2 to 50.2
	Increase SPS by 7 points	SPS from 44.5-51.5

Summative Evaluation of Goal 1: _____MET _____NOT MET

Goal 2	By the end of the 2017-2018 school year, 53% of non-proficient students (4-6) that have growth targets, will meet or exceed their target.

	OBJECTIVES (Up to 3)	DESIRED OUTCOMES
	Core Instruction aligned to state guidebook (ELA)	Raise literacy for non-proficient students in grades 4-6.
	Math instruction aligned to Eureka	Raise math scores for non-proficient students grades 4-6
	RTI Math and ELA	Reinforcement of core ELA and math skills

Summative Evaluation of Goal 2:   _____MET   _____NOT MET

ACTIVITIES

Activity	Evaluation	Successful
Instructional Activities		

RTI		
Professional Development		
Parent and Family Engagement		

PBIS		

School Name:	**End of year Title I Compliance Evaluation**			School Year: 2019-2020
Professional Dev.	Ineffective 0	Effective Emerging 1	Effective Proficient 2	Highly Effective 3
WFSF/Grade level/Teaming	Does not comply with school and District Regulations	Complies minimally with school and District regulations	Complies fully with school and district regulations	Complies fully with school and District regulations
Agenda	No system for maintaining information/logs	System for maintaining information is partially effective	System for maintaining records is fully effective(all required documents)	Makes effort to change negative practices
Sign in documents				Proactive in seeking resources for improvement
Evaluation				System for maintaining records is highly effective
Pictures/Evidence/Other				
Instruction	Ineffective 0	Effective Emerging 1	Effective Proficient 2	Highly Effective 3
RTI	Does not comply with school and District regulations	Complies minimally with school and Distric regulations	Complies fully with school and district regulations	Complies fully with school and District regulations
Tutoring/Credit report	No system for maintaining information/logs	System for maintaining information is partially effective	System for maintaining records is fully effective(all required documents)	Makes effort to change negative practices
Software- usage report				Proactive in seeking resources for improvement
Supplies				System for maintaining records is highly effective
CSR				
Title I Personnel	Ineffective 0	Effective Emerging 1	Effective Proficient 2	Highly Effective 3
CSR Facilitator Para PreK				
	Does not comply with school and District regulations	Complies minimally with school and District regulations	Complies fully with school and District regulations	Complies fully with school and District regulations
	No system for maintaining information/logs	System for maintaining information is partially effective	System for maintaining records is fully effective(all required documents)	Makes effort to change negative practices
				Proactive in seeking resources for improvement

	Ineffective 0	Effective Emerging 1	Effective Proficient 2	Highly Effective 3
				System for maintaining records is highly effective
Family Involvement	Ineffective 0	Effective Emerging 1	Effective Proficient 2	Highly Effective 3
Notification	Does not comply with school and District regulations	Complies minimally with school and Distric regulations	Complies fully with school and district regulations	Complies fully with school and District regulations
Agenda	No system for maintaining information/logs	System for maintaining information is partially effective	System for maintaining records is fully effective(all required documents)	Makes effort to change negative practices
Sign in				Proactive in seeking resources for improvement
Evaluation				System for maintaining records is highly effective
Pictures/Evidence/Other				
Date: Rating:		**Supervisor:**		