



2020-21
School Improvement Plan Addendum



Marigny Elementary

St. Tammany Parish Public Schools

****2020-21 SIP Disclaimer:** Due to the Covid-19 pandemic, LEAP 2025 testing was unable to occur in Spring 2020; therefore, the school was unable to complete the SIP evaluation process. As a result, 2019-20 SIP remains in effect for the 2020-21 school year. For the 2020-21 SIP the school used data based on any assessments/measures that were able to be evaluated as well as administered beginning of the year assessments. These were all used to determine learning gaps, set goals for these gaps, and develop action plans. These additional goals and plans, along with the 2019-20 SIP, comprise the school's 2020-21 SIP.

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

Marigny Elementary 2020 DATA ANALYSIS	
STRENGTHS	WEAKNESSES
According to Ready Gen ELA Readiness Assessment 83% of the students in 1 st grade are proficient or higher which indicates a strength in reading.	According to IRLA 51% of first grade students are reading below the first grade levels which indicates a weakness in independent reading.
According to DRDP Language and Literacy domain, 58% of kindergarten demonstrated Level 3 skills which indicates a strength in beginning reading and reading readiness.	According to DIBELS 8 th Edition, 56% of kindergarten students performed below or well below benchmark on the beginning of year assessment.
According to IRLA 71% of kindergarten students are exhibiting on or above level reading readiness which indicates a strength in reading.	According to the DRDP Math domain, 67% of kindergarten students demonstrated Level 2 skills which indicate a weakness in beginning math concepts and skills.
According to DIBELS 8 th Edition, 60% of 1 st grade students performed at or above benchmark on the beginning of the year assessment.	According to the My Teaching Strategies GOLD ELA beginning of the year checkpoint, 70% of pre-kindergarten students did not meet the beginning of the year expectations in the area of ELA which indicates a weakness in beginning ELA skills.
	According to the My Teaching Strategies GOLD Math beginning of the year checkpoint, 77% of pre-kindergarten students did not meet the beginning of the year expectations in the area of Math which indicates a weakness in beginning math concepts and skills.
	According to the beginning of the year District Math Readiness assessment, 74% of students are proficient or higher as compared to 83% of students being proficient in ELA which indicates that Math could be a weakness for first grade.
DATA SOURCES: CLASS (PreK), TSGold (PreK), DRDP (K), IRLA (K-2), ReadyGen Baseline (K-2), Math District Readiness (K-2), DIBELS 8 th (K-3), ReadyMath Diagnostic (4-6), Science Readiness (4-8), Social Studies Readiness (4-8), LEAP 360 Diagnostic (3-12), ELPT	

GOALS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include 2-3 Academic Goals Aligned to the Beginning of the Year School Data Analysis/Other Measureable Data Available*
- *UIR/UIN Schools must have 3 goals, one of which must address area in which the school received this designation.*

1. **Goal #1:** K-1 students will increase reading achievement by increasing the percentage of students scoring at or Above Benchmark on DIBELS 8th Edition by 15 percentage points from fall 2020 to Spring 2021 as follows: Kindergarten 44% to 59% and First Grade 61% to 76%.

Action Plan:

Parent and Family Engagement:

- Virtual Curriculum Night – Sept. 2020
- Weekly Class Newsletters
- Home School Communication Starfish Binders
- Google Classrooms
- Monthly PTA Newsletter “Starfish Scoop”
- Monthly Virtual PTA Board Meetings
- PTA Facebook Page
- School wide Robo calls

Core Instruction:

- IRLA-Foundational Skills-small group teacher led instruction based on independent reading levels of each student.
- Teachers use the Guaranteed Curriculum to enhance teaching and use as a guide to drive instruction especially in the area of Science and Social Studies.
- The implementation of ReadyGen Curriculum Resources for ELA/Reading instruction in order for students to enhance their literacy skills.

Intervention Instruction:

- SBLC -The team develops interventions and strategies for the teacher to help the student.
- Through the IRLA Foundational Skills and DIBELS 8th Edition assessments, teachers will assess students and determine their reading level. Teachers will provide additional intervention small group instruction and work with students who are functioning below grade level standards on reading skills.
- Additional specific intervention time will be provided to students who are in progress monitoring for DIBELS 8th Edition by a school based intervention para.

Effectiveness Measure:

- DIBELS 8th
- IRLA

Effectiveness Results:

Reflection on Results:

<p><u>Special Populations (Sped, EL, etc.):</u></p> <ul style="list-style-type: none">• Paras and special education teachers and related services personnel support student learning in inclusive classroom setting as well as in the resource setting and RNC setting and speech room.• An EL para provides support to our EL students in the regular classrooms.• EL-Regular Ed teacher works with EL para to immerse the EL learner into the English language. <p><u>Professional Development:</u></p> <ul style="list-style-type: none">• Four PLC meetings are held for teachers. Principal, Assistant Principal, TRT, and teachers are in attendance. Teachers focus on ELA instruction and analyze reading data to inform instruction.• Grade-Level Meetings-monthly meetings to discuss grade level needs and student achievement.• Virtual faculty meetings are also held with teachers to discuss curriculum and to support teaching and learning.	
<p>Goal #2: K – 1st grade students will increase reading achievement from Fall 2020 to Spring of 2021 as evidenced by an increase of students who are proficient to 80% in the Spring according to IRLA as follows: Kindergarten will increase by 9% points from 71% to 80% and First grade will increase by 31% points from 49% to 80%.</p>	
<p>Action Plan:</p> <p><u>Parent and Family Engagement:</u></p> <ul style="list-style-type: none">• Virtual Curriculum Night – Sept. 2020• Weekly Class Newsletters• Home School Communication Starfish Binders• Google Classrooms• Monthly PTA Newsletter “Starfish Scoop”• Monthly Virtual PTA Board Meetings• PTA Facebook Page• School wide Robo calls <p><u>Core Instruction:</u></p> <ul style="list-style-type: none">• IRLA-Foundational Skills-small group teacher led instruction based on independent reading levels of each student.• Teachers use the Guaranteed Curriculum to enhance teaching and use as a guide to drive instruction especially in the area of Science and Social Studies.	<p>Effectiveness Measure:</p> <ul style="list-style-type: none">• DIBELS 8• IRLA <p>Effectiveness Results:</p> <p>Reflection on Results:</p>

- The implementation of ReadyGen Curriculum Resources for ELA/Reading instruction in order for students to enhance their literacy skills.

Intervention Instruction:

- SBLC -The team develops interventions and strategies for the teacher to help the student.
- Through the IRLA Foundational Skills and DIBELS 8th Edition assessments, teachers will assess students and determine their reading level. Teachers will provide additional intervention small group instruction and work with students who are functioning below grade level standards on reading skills.
- Additional specific intervention time will be provided to students who are in progress monitoring for DIBELS 8th Edition by a school based intervention para.

Special Populations (Sped, EL, etc.):

- Paras and special education teachers, and related services personnel support student learning in inclusive classroom setting as well as in the resource setting and RNC setting and speech area.
- An EL para provides support to our EL students in the regular classrooms.
- EL-Regular Ed teacher works with EL para to immerse the EL learner into the English language.

Professional Development:

- Four PLC meetings are held for teachers. Principal, Assistant Principal, TRT, and teachers are in attendance. Teachers focus on ELA instruction and analyze reading data to inform instruction.
- Grade-Level Meetings-monthly meetings to discuss grade level needs and student achievement.
- Virtual faculty meetings are also held with teachers to discuss curriculum and to support teaching and learning.

Goal #3: Pre-K students will increase their kindergarten readiness skills as evidenced by the 50% point increase of students scoring “Meeting Expectations” from 30% in Fall 2020 to 80% in Spring 2021.

Action Plan:

Parent and Family Engagement:

- Virtual Curriculum Night – Sept. 2020
- Weekly Class Newsletters
- Home School Communication Starfish Binders

Effectiveness Measure:

- TS Gold

- Google Classrooms
- Monthly PTA Newsletter “Starfish Scoop”
- Monthly Virtual PTA Board Meetings
- PTA Facebook Page
- School wide Robo calls

Core Instruction:

- Teachers use the Guaranteed Curriculum to enhance teaching and use as a guide to drive instruction.
- The implementation of OWL curriculum resources for core instruction in pre-k.

Intervention Instruction:

- SBLC -The team develops interventions and strategies for the teacher to help the student.
- Pre-K Teachers use GOLD Strategies and OWL assessments to assess pre-K students’ overall academic, social, emotional and motor growth throughout their pre-k year and use the results to plan and provide small group instruction on specific student needs.

Special Populations (Sped, EL, etc.):

- Paras and special education teachers and related services personnel support student learning in inclusive classroom setting as well as in the resource setting, RNC setting, and speech room.

Professional Development:

- Four PLC meetings are held for teachers. Principal, Assistant Principal, TRT, and teachers are in attendance. Teachers focus on ELA instruction and analyze reading data to inform instruction.
- Grade-Level Meetings-monthly meetings to discuss grade level needs and student achievement.
- Virtual faculty meetings are also held with teachers to discuss curriculum and to support teaching and learning.

Effectiveness Results:

Reflection on Results:

Additional School Actions

- *Include new actions the school is taking to improve overall student growth
(Those actions not already included in the 2019-20 SIP or in the 2020-2021 SIP Addendum)*

Additional Actions: (Discipline, Transition Activities, After-school Programs, Recruitment Efforts, Mentor Teacher, Content Leaders, Post-Secondary Education and Workforce, etc.)

- One of our first grade teachers has become a Math Content Leader to help support our overall math achievement of students by providing richer professional development for teacher in the area of Math.
- During the 2020-21 school year, Marigny teachers have utilized Google Classroom via individual student chrome books to provide continuous instruction and opportunities for learning to students whether they were attending school face to face in our building or learning from home.

2020-2021 Committee Members	
<p><u>School Improvement Planning Committee</u> Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p> <p>Members Include:</p> <ul style="list-style-type: none">• Principal: Leslie Martin• Teacher: Lauren Coxe• Teacher: Krystle Hyman• Parent/Family: Ashley Dragon• Parent/Family: Shannon Holland• Parent/Family: Theresa Bennett• Community Member: Cliff Giffin	<p><u>Parent/Family Engagement Committee</u> Responsible for the Implementation of the PFE Activities in the SIP</p> <p>Members Include:</p> <ul style="list-style-type: none">• Principal: Leslie Martin• Student:• Teacher: Lauren Coxe• Teacher: Krystle Hyman• Parent/Family: Ashley Dragon• Parent/Family: Shannon Holland• Parent/Family: Shannon LeDoux

DISTRICT ASSURANCES

- I certify that this school improvement plan was designed to improve student achievement with input from all stakeholders.

- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs

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- Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
- Plans for transitioning incoming and outgoing students in the school community
- Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
- Coordination and integration of federal, state, and local resources, services, and programs
- Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
- A schoolwide action plan with timelines and specific activities for implementing the above criteria

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

Superintendent Signature

Date

Principal Signature

Date

Chairperson, School Improvement Team Signature

Date

**2019-2020
SCHOOL IMPROVEMENT PLAN**

Marigny Elementary



St. Tammany Parish Public Schools

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

Marigny Elementary 2019-2020

1. COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS	WEAKNESSES
In the spring of 2019, 13% of kindergarten students scored intensive on DIBELS. In the Spring of 2019, 73% of kindergarten students scored benchmark or above.	In the Spring of 2019, 26% of first grade students scored intensive on DIBELS.
The Progress Index Score increased 3.2 points from 2018 to 2019.	The Assessment Index decreased 4.1 points from 2018-2019.
The Math LEAP 2025 index score increased by 3.8 points from 96.6 points (2017) to 100.4 points (2018). The ELA LEAP 2025 index score increased by 14.4 points from 87.5 points (2016) to 102.0 points (2017).	The Social Studies LEAP 2025 index score decreased the past two years by 11.0 points from 84.9 points (2017) to 73.9 points(2018) and .3 points from 2018 (73.9 points) to 2019 (73.6 points).
ELA is a potential subject area strength. ELA LEAP 2025 index scores were higher in 2016-17 (102.0 points) and 2018-2019 (99.3 points).	Math is a potential subject area of weakness. Math LEAP scores decreased 8.4 points from 2018 (99.8 points) and 2019 (91.4 points).
ELA is a potential subject area strength. ELA LEAP 2025 index scores were higher in 2016-17 (102.0 points) and 2018-2019 (99.3 points).	Math is a potential subject area of weakness. Math LEAP scores decreased 8.4 points from 2018 (99.8 points) and 2019 (91.4 points).
The white subgroup has been the highest scoring subgroup in ELA, Math, and Social Studies for the past two years. (2018: ELA-101.3 points, Math-105.9 points, Social Studies-81.4 points) (2019: ELA-95.7 points, Math-94.1 points, Social Studies-77.9 points)	In 2019, the Students with Disabilities subgroup scored the lowest in ELA (68.3 index score), Math (69.0 index score), and Science (59.8 index score).
Even though our scores have fluctuated from year to year, the white subgroup has consistently had the highest index score in ELA, Math, and Social Studies. 2018: ELA-101.3 points, Math-105.9 points, Social Studies-81.4 points) (2019: ELA-95.7 points, Math-94.1 points, Social Studies-77.9 points)	Even though our scores have fluctuated from year to year, the Whole School subgroup has declined over the past two years in social studies. 2017-84.9 points, 2018-73.9 points, 2019-73.6 points)
The white subgroup is the strongest subgroup with a SPS score of 94.1 points.	The special education subgroup is the most at risk with a SPS score of 73.5 points.
Even though our data fluctuates year to year, the white subgroup had the highest score in ELA with 95.7 points.	The Special Education subgroup has been the lowest scoring subgroup in ELA in 2016 (57.9 points) and 2019 (68.3 points).

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DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data

GOALS

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

1. K-1 students will increase reading achievement by increasing the percentage of students scoring at or Above Benchmark on DIBELS Next by 5 percentage points from fall to 2019 to Spring 2020 as follows: Kindergarten 72% to 77% and First Grade 71% to 76%.
2. From Spring 2019 to Spring 2020 the percentage of students achieving Mastery or Above on the LEAP 2025 Social Studies Assessment in grade 3 will increase by 10 percentage points from 44% to 54%.
3. From Spring 2019 to Spring 2020 the percentage of students achieving Mastery or Above on the LEAP 2025 in the Math Category-Expressing Mathematical Reasoning in grade 3 will increase by 10 percentage points from 53% to 63%.
4. From Spring 2019 to Spring 2020 the students in the subgroup Students with Disabilities will increase by 3 percentage points on the ELA assessment index points from 68.3 points to 71.3 points.
- 5.

2. PARENT AND FAMILY ENGAGEMENT

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p>Design:</p> <ul style="list-style-type: none"> • In November, the principal will share our current data and SIP plan for the coming year at the General PTA Meeting. <p>Evaluation:</p> <ul style="list-style-type: none"> • Parents will be encouraged to give feedback and/or ask for additional information by e-mailing the principal. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: End of year survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • The administrative team meets monthly with the PTA board to plan, implement, and evaluate schoolwide activities. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p>

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<ul style="list-style-type: none"> We will host quarterly PTA meetings in the evenings in August, November, February, and May to invite parents to see what students are learning and what's happening at Marigny. Parents will be encouraged to complete surveys regarding their child's education. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		Effectiveness Results: End of year survey
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> Weekly newsletters from classroom teacher Monthly school newsletters (Starfish Scoop) Robo calls from principal about events, important information schoolwide Teacher websites that teachers update weekly with class information and curriculum being taught Starfish Binders that serve as a daily school to home communication Meet and Greet, Open House, Parent Orientation held at the beginning of school for parents to become familiar with Marigny and the curriculum 	Goal(s): 1, 2, 3, 4	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other	Items Needed: Paper, copy machine	Effectiveness Measure: End of year survey <hr/> Effectiveness Results:
<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; 	Goal(s): 1, 2, 3, 4	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money	Items Needed:	Effectiveness Measure: End of year survey <hr/> Effectiveness Results:

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<p>Testing Information; Registration Documents; Home Language Survey, etc.</p> <ul style="list-style-type: none"> Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for EL Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 		<input type="checkbox"/> DSS <input type="checkbox"/> Other		
<p><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.</i></p> <p><i>In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.</i></p>				
<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Starfish Showcase-Parents are invited to a night enriched with math, literacy, science, and social studies activities. Teachers plan and implement activities that students are currently learning in order to show parents how to support their students learning at home. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed: Copies, copy machine, items for activities (such items include certain manipulatives, work mats, etc.)</p>	<p>Effectiveness Measure: Exit survey from event</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Parent Orientation-Parents are invited to Parent Orientation at the beginning of the school year. Parents meet in their child's classroom with the teacher to learn 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed: Copies of handouts</p>	<p>Effectiveness Measure: End of year survey</p>

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<p>about procedures and routines in class as well as pertinent curriculum information for the upcoming year</p>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Cultural Arts Day-Students, teachers, parents and community partners partake in a social studies based learning day. Parents volunteer to help students learn about different cultures and the day is tied cross curriculum to enhance all subject areas. 	<p>Goal(s): 2</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other	<p>Items Needed: Items for each activity, community volunteers, parent volunteers</p>	<p>Effectiveness Measure: End of year survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 4:</p> <ul style="list-style-type: none"> STEM Day-Students, teachers, parents and community partners partake in a science based learning day through hands on activities. Parents and other community stakeholders volunteer to help students learn about science, technology, engineering and math. 	<p>Goal(s): 1, 3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS	<p>Items Needed: Materials for science experiments</p>	<p>Effectiveness Measure: End of year survey</p> <hr/> <p>Effectiveness Results:</p>

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		<input checked="" type="checkbox"/> Other		
<p>Parent Family Engagement Activity 5:</p> <ul style="list-style-type: none"> What Happens After Kindergarten Meeting-Parents are invited to this meeting during the month of April. Parents meet in the gym and receive information about the T-1 and first grade curriculum for the following school year. The administrative team, kindergarten teachers, and 2-3 first grade teachers attend the meeting to answer any questions parents may have. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed: handouts</p>	<p>Effectiveness Measure: End of year survey</p>
				<p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 6:</p> <ul style="list-style-type: none"> Teachers compile individual student reading data (DIBELS, IRLA level, current reading grade) and send home to parents. Every child will receive an individualized packet aligning with their current reading level. Parents will have the option to conference with their child’s teacher to discuss their child’s reading performance and other ways for them to support their child. 	<p>Goal(s): 1</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed: Copies of reading passages</p>	<p>Effectiveness Measure: Conference notes</p>
				<p>Effectiveness Results:</p>

3. SCHOOLWIDE PLAN STRATEGIES

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

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

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • IRLA-Foundational Skills-small group teacher led instruction based on independent reading levels of each student. • Teachers use the Guaranteed Curriculum to enhance teaching and use as a guide to drive instruction especially in the area of Science and Social Studies. • The implementation of ReadyGen Curriculum Resources for ELA/Reading instruction in order for students to enhance their literacy skills. • The implementation of Eureka Curriculum Resources for core math instruction for all students. • Transitional First Grade is offered as a year for students who need more time to mature emotionally, socially, academically, and/or behaviorally. • The implementation of OWL curriculum resources for core instruction in pre-k. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: IRLA-Foundational Skills resources, copies, copy machine, manipulatives and/or teaching materials, Eureka resources, ReadyGen resources, Owl resources</p>	<p>Effectiveness Measure: DIBELS, learning walks, lesson plans, IRLA-Foundational Skills assessment, SLTs, GOLD Strategies.</p> <hr/> <p>Effectiveness Results:</p>

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<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • DIBELS benchmark and progress monitoring assessments are used to inform reading instruction. • Common Formal Assessments are used in the area of ELA and Math to monitor student growth and inform future instruction. • Teachers use weekly assessments in Science or Social Studies to monitor student growth and inform future instruction. • Teachers use on going assessments from the IRLA Foundational Skills Toolkit to analyze students' reading levels and inform small group reading instruction. • Teachers use GOLD Strategies and OWL assessments to assess pre-K students' overall academic, social, emotional and motor growth throughout their pre-k year and inform instruction. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: DIBELS materials, IRLA-Foundational Skills resources, copies, copy machine, manipulatives and/or teaching materials, Eureka resources, ReadyGen resources. Owl resources, GOLD Strategies resources.</p>	<p>Effectiveness Measure: DIBELS, learning walks, lesson plans, IRLA Foundational Skills Assessment, SLTs, GOLD Strategies.</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> •Ready Up Intervention Manual utilized to support students who need additional support. •ReadyGen Scaffolding Handbook utilized to support students in inclusive class setting. •Project Read small group lessons utilized to support students in developing foundational reading skills. •Provide small group direct instruction in all core areas in the regular class as well as in resource setting and RNC setting. •Small group direct instruction utilizing math manipulatives to support students in the area of math. •Paras and special education teachers support student learning in inclusive classroom setting as well as in the resource setting and RNC setting. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Ready Gen Resources Project Read materials Math manipulatives</p>	<p>Effectiveness Measure: Progress reports</p> <hr/> <p>Effectiveness Results:</p>

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<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> An EL para provides support to our EL students in the regular classrooms. EL-Regular Ed teacher works with EL para to immerse the EL learner into the English language. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Copies, copy machine, resources for instruction</p>	<p>Effectiveness Measure: ELPT data</p> <hr/> <p>Effectiveness Results:</p>
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Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> DIBELS-analyze results to see students pre-reading levels of readiness IRLA Foundational Skills results-assessing students independent reading level to determine need for support SAT-The team will determine area(s) of need and collaborate to develop a course of action. Analyze math assessment results 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: IRLA Foundational Skills toolkit, Copies, copy machine, Intervention materials</p>	<p>Effectiveness Measure: Progress Monitoring SLTs SAT IRP 1 and 2</p> <hr/> <p>Effectiveness Results:</p>
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<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> SAT-The team develops interventions and strategies for the teacher to help the student. Through the IRLA Foundational Skills, teachers will assess students and determine their independent reading level. Those students that are not on grade level for independent reading the teachers will work with students on specific skills for additional reading intervention time. IEP data tracking-special education teacher will work with regular education teacher to monitor the SWD ELA/math progress Special ed teacher and regular ed teacher will monitor SWD to determine if more minutes are needed in a different setting to focus on ELA/math instruction 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: tutoring manipulatives, copies, copy machine, intervention tools</p>	<p>Effectiveness Measure: SAT IRP-3 IEP data charting Tutoring progress monitoring IRLA reading level</p> <hr/> <p>Effectiveness Results:</p>
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> SAT-The team reconvenes to restructure interventions or see if an evaluation is necessary for additional support. Special ed teacher and regular ed teacher will monitor the SWD subgroup to determine if more minutes are needed in a different setting to focus on math instruction. If more minutes are needed or goals need to be adjusted the IEP team will reconvene. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Copies, copy machine</p>	<p>Effectiveness Measure: Data charting, results if SAT and IEP meetings</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> Ready Up Intervention Manual utilized to support students who need additional support. ReadyGen Scaffolding Handbook utilized to support students in inclusive class setting. 	<p>Goal(s): 1</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: ReadyGen materials, project read materials</p>	<p>Effectiveness Measure: Progress monitoring, data charting</p>

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<ul style="list-style-type: none"> Project Read small group lessons utilized to support students in developing foundational reading skills. 		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		Effectiveness Results:
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. EL-Regular Ed teacher works with EL tutor to immerse the ESL learner into the English language. 	Goal(s): 1	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed: Teacher resources, translator	Effectiveness Measure: ELPT data <hr/> Effectiveness Results:
<i>Support and Extended Learning</i>				
Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music): <ul style="list-style-type: none"> EL teacher and Regular Ed teacher work together to immerse the EL learner into the English language. 	Goal(s): 1, 2, 3, 4	Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4	Items Needed: Copies, copy machine	Effectiveness Measure: ELPT data, progress reports, SLT data

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<ul style="list-style-type: none"> • Gifted Enrichment students are pulled out twice a week to provide hands on experiences to enrich learning. • Special Ed-instruction for students who need additional support • Inclusion-co-teaching in the Regular Ed classroom to support student learning in grades Pre-K through 1. • Speech teachers incorporate curriculum into their speech lessons to support student learning. • Students participate in PE, art, music, and library enrichment classes on a weekly basis. 		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		Effectiveness Results:
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • Field trips-students are provided with the opportunity to go off campus and explore real world application • ESY-students attend school during the summer to work on specific goals, according to their IEP. • STEM-students have the opportunity to participate in Science, Technology, Engineering, and Math activities in a lab setting, based on science standards. • K-Kids-students are given the opportunity to work with our community partner, the Kiwanis, to participate in philanthropic/service opportunities. • Garden-students participate in volunteer led lessons to plant, harvest, and cook homegrown food from our school garden. • Two week summer camp that focuses on creative arts. 	Goal(s): 1, 2, 3, 4	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	Items Needed: STEM manipulatives, K-Kids meeting resources, copies, copy machine, garden supplies	Effectiveness Measure: End of year survey <hr/> Effectiveness Results:
<p align="center"><i>Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas</i></p>				
<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> • Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. 	Goal(s): 1, 2, 3, 4	Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA	Items Needed:	Effectiveness Measure: SLT data

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<p>This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.</p>		<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> The counselor will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the counselor for varying amounts of time dependent on need. The school's administrators will monitor implementation of the counseling program. Counseling services include, individual, small group, crisis, T-1 whole group, and whole group as needed in particular classrooms 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: SLT data</p> <hr/> <p>Effectiveness Results:</p>
<p>Implementation of a schoolwide tiered model to prevent and address problem behavior:</p>				
<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> Positive Behavior Intervention Support (PBIS) lessons will be taught by teachers, the MHP, the counselor, and other school personnel that emphasize behavioral expectations for all students in all situations at Marigny. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed: PBS incentive supplies for daily, monthly and quarterly rewards for students, copies of star slips</p>	<p>Effectiveness Measure: Monthly PBIS data</p>

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<ul style="list-style-type: none"> • Tier 1-Teachers and other school personnel will reinforce positive behaviors by using daily, weekly, monthly, and quarterly incentives. • Tier 2-Administration, parents, and teacher will meet to devise a plan based on student’s target behavior. (check in/check out with a coach, special job) • School Resource Officer is on campus at all times to support positive behavior amongst students. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other		<p>Effectiveness Results:</p>
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Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • Incoming Students-During the spring of each school year incoming students as well as current Pre-K students will have the opportunity to visit and tour Marigny Elementary. Prior to the first day of school in August all students are provided with the opportunity to see their classroom and meet their teacher at Meet and Greet. • Incoming students from local daycares will have the opportunity to come and tour Marigny and learn about their new school. • Outgoing students-First grade students get an opportunity to visit our feeder school Magnolia Trace. • Special Education teachers meet with feeder school teachers and/or administrative team and parents to attend and review IEPs and transition plans to ensure a smooth successful transition to Magnolia Trace. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed: Copies, snacks, copy machine</p>	<p>Effectiveness Measure: End of year survey</p>
				<p>Effectiveness Results:</p>

Professional Development

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

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • PLCs are scheduled for teachers monthly for two hours. Principal, Assistant Principal, TRT, and teachers are in attendance. Teachers focus on ELA (IRLA foundational skills) and math instruction. • Our instructional coach will assist in planning and supporting teachers during PLC meetings. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: PLC binder, copies, copy machine</p>	<p>Effectiveness Measure: Reflection, end of year survey, SLTs, IRLA data</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Faculty meetings for parish and state-mandated trainings • Parish required PD days – Focusing on Curriculum and Instruction, Assessment, SpEd • After-school, before-school, and district sponsored professional development • New Teacher Meetings-held prior to school starting for new teachers to familiarize them with procedures and routines at Marigny. New teachers are given a mentor to assist them throughout the year as needed. • Learning Walks-learn from one another about Guided Reading instruction and other subjects if needed • Grade-Level Meetings-monthly meetings to discuss grade level needs and student achievement • Our instructional coach will assist in planning and supporting teachers throughout the year in ELA instruction. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Substitutes, handouts, meeting supplies</p>	<p>Effectiveness Measure: SLT’s, DIBELS, IRLA data, evaluation/survey</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>

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

- All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.
- Teacher openings are advertised through the district website.
- District leaders attend local college and university teacher recruitment fairs in the fall and spring.
- The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites.
- The District participates in the Teacher Residency Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.
- Student Teachers from local universities are placed in schools throughout the district.
- The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.
- District Human Resources Coordinator serves as a speaker on college campuses for different education courses.
- District Human Resources Coordinator serves on various College of Education department committees at local universities.

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

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

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		Effectiveness Results:
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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:

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

Food Services:

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

Special Education:

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

English Learners (EL):

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

21st Century Programs:

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

Headstart Preschool Programs:

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

4. Regular Monitoring and SIP Revision

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

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

- The SIP committee and grade level chairs meet throughout the year to discuss school wide programs and activities to determine effectiveness and to assist in planning for the upcoming school year.
- During faculty and PTA meetings the SIP Committee reports the goals of the SIP and the effectiveness of the activities to ensure that students are highly engaged and performing to their highest potential.

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

- Throughout the school year the SIP committee will analyze data from DIBELS, Reading A-Z, SLT’s, Gold Strategies, and DRDP to determine students’ growth pertaining to the goals targeted in the SIP.

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

- During faculty and PTA meetings the SIP Committee reports the goals and results of the SIP and the effectiveness of the activities to ensure that students are highly engaged and performing to their highest potential.

2019-2020 Committee Members

<p align="center"><u>School Improvement Planning Committee</u> Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p>	<p align="center"><u>Parent/Family Engagement Committee</u> Responsible for the Implementation of the PFE Activities in the SIP</p>
<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Leslie Martin • AP: Jamie Fonseca • Teacher: Lauren Coxe • Teacher: Krystle Hyman 	<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Leslie Martin • Teacher: Lauren Coxe • Teacher: Krystle Hyman • Teacher: Patty Cerise

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- **Teacher: Patty Cerise**
- **Parent/Family: Ashley Dragon**

- **Parent/Family: Ashley Dragon**
- **Parent/Family:**
- **Parent/Family:**

DISTRICT ASSURANCES

- I certify that this school improvement plan was designed to improve student achievement with input from all stakeholders.

- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

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

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

Superintendent Signature

Date

Principal Signature

Date

Chairperson, School Improvement Team Signature

Date