

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Lancaster Elementary



St. Tammany Parish Public Schools

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

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1. COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS	WEAKNESSES
3rd grade has shown an increase of at least 1% in percentage of students scoring at Benchmark from fall to spring in 2014-2015 and 2015-2016.	3rd grade consistently has an average of 4.6% fewer students scoring Benchmark in spring over 2nd grade from 2012-2013 to 2015-2016.
The CRT Assessment Index has increased in 2013-14 by 3 points to a 103.3.	For the 2012-2013 year, the CRT Index is 3.1 points less than 2015-16.
In ELA, all 3 grade levels showed improvement in index from 2015-16 to 2016-17. 3rd grade from 100.4 to 113.8 = +13.4 points. 4th grade from 108.1 to 111.2 = +3.1 increase. 5th grade from 105.7 to 108.4 = +2.7. 5th grade increased in 2 more subject areas for the past 2 years. Math =+13.2, Science =+6.5.	Social Studies weakness in all 3 grade levels declined from 2015-16 to 2016-17. 3rd grade from 93.2 to 89.5 = 3.7 points. 4th grade from 102.7 to 81.6 = 21.1 points. 5th grade from 92.9 to 77.8 = 15.1 points. In math, 4th grade declined in 2015-16 to 2016-17 from 115.5 to 101.5 = 14 points.
4th grade index scores from 2013-2016 scored higher for most subjects by an average of 9.8 points when compared to the lowest (5th Grade).	5th Grade from 2013-2016 scored lower for most subject areas by an average of 9.8 points when compared to the highest (4th Grade). Lowest subclaims are Written Expression and Mathematical Reasoning.
ELA Index was a strength in 4th and 5th Grades for 2014-15 (4th =115.8 and 5th = 99.4) and 2016-17 (4th = 111.2 and 5th = 108.4). Justification includes the use of non-fiction texts across subjects, use of rubrics, tracking intervention, and the integration of Achieve 3000.	Social Studies weakness for all 3 grades in the past 3 years ranging from 77.8 to 102.7 points. Justification includes changes in testing format, heavy emphasis on ELA and Math, increased requirement of understanding and responding to primary resources.
In Math, Asian/Pacific Islanders in all 3 grade levels consistently scores 100 percent proficiency for 2016-17. In ELA, the 5th grade Black subgroup showed consistent growth of 12.9 percent proficiency over the last 3 years. In ELA, the white subgroup consistently had a higher percent proficient ranging from 90.9 to 91.8 percent.	Math- Students with Disabilities have consistently been low across the last three years, ranging from 53.9% to 64.0%, as a whole school across all 3 grade levels.
5th Grade Students with Disabilities increased from 43.8 to 68.8 = 25 percent proficiency in ELA. Black increased every year in 3rd grade in ELA from 63.6 to 87.5 = 23.9 percent proficiency.	In 3rd Grade Black subgroup decreased percent proficiency for 2 years 2015-16 and 2016-17 in Math from 92.9 to 68.8 = 24.1% decline in percent proficiency.
Achievement Gap improvements: In ELA Black subgroup 15-16/16-17 from 15.4 to 3.7 = 11.7 points. In comparing the Black to White subgroup (highest), the decrease was 10.8 points. In ELA Students with Disabilities 15/16 to 16/17	Achievement Gap In ELA, Economically Disadvantaged 2014-15 and 2015-16 increased from 4.6 to 9.0 = 4.4 points. In Math, Hispanic 2015-16 to 2016-17

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from 27.5 to 18.7 = 8.8 points. In comparing the SWD to White subgroup (highest) the decrease was 7.9 points.	from 4.1 to 14.8 = 10.7 points. From the White subgroup score of 10.2 increase, the Hispanic increased 0.5 more.
Whites and ED in ELA percent proficiency	SWD in Math percent proficiency

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/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data

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*

1. From Spring 2017 to Spring 2018, the School CRT Index score in Social Studies for students in grades 3-5 will increase at least 5% from 83.0 to 87.2 points.
2. From Spring 2017 to Spring 2018, each cohort of students in grades 4-5 will increase the number of students scoring at Mastery and above by at least 5% in the Major Subclaim in Written Expression on the LEAP. 4th- 44% to 49% 5th- 40% to 45%
3. From Spring 2017 to Spring 2018, the Students With Disabilities subgroup will increase the number of students scoring Proficient in Math by at least 5% on the LEAP from 64% to 69%.
4. From Spring 2017 to Spring 2018, the school CRT Index score in Math for students in grades 3-5 will increase at least 2% from 106.8 to 108.9 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 MEASURE
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • Parental Involvement on SIP Committee- parent/teacher representative on committee, plan will be reviewed by PTA selected representative • Hard copy of SIP plan available for review – a hard copy of the drafted SIP plan will be made available for evaluation and review by parents. Parents will have the opportunity to provide feedback and the completed plan will also be made available for review in hard copy form. Parents will be made aware of this hard copy through the school website and PTA newsletter. • Digital copy of SIP plan available for review - a digital copy of the SIP plan will be made available for evaluation and review by parent through a link on the school website. Parents will have the opportunity to provide feedback to school administrators. Parents will be made aware of this digital copy through the school website and PTA newsletter. 	<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"/> Other 	<p>Items Needed: Survey/Questionnaire Hard copy of SIP plan Digital copy of SIP plan</p>	<p>Effectiveness Measure: Survey/Questionnaire feedback</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>

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<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • Teacher -Parent Conferences are held to discuss student performance and/or concerns and to make academic decisions. These may be requested by parent or teacher. • SAT Meetings- Parents are invited to attend SAT meetings and assist in developing a plan of action and/or interventions to assist students. • IEP/504 Meetings – Parents are active members of the IEP/IAP and 504 team, attending all meetings and participating in assisting students to achieve yearly goals. Parents are part of the decision-making process for student placement and goals and are a responsible party for implementing academic goals. • Event Surveys- Parents are encouraged to reflect/give feedback on school events, including Ticket Out the Door forms. • Yearly Survey- Parents are encouraged to complete a yearly survey about their child’s year and the school’s performance. • Open Door Policy- Administration maintains an “open door policy” between parents, teachers, and administration to encourage on-going communication. • PTA Meetings- Parents and families are encouraged to Join the PTA and are invited to attend and participate in the decision making progress regarding certain school aspects. • Parent Input Forms- Parents identify areas of strengths/weaknesses and learning style of their child to guide placement for upcoming school year. 	<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"/> Other 	<p>Items Needed:</p> <p>Surveys Copies Student data for meetings PTA meeting agenda</p>	<p>Effectiveness Measure:</p> <p>Survey/Questionnaire feedback Student data from IEP goals</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>
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<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Open House – Parents attend one night in the fall to meet their child’s teacher and hear a presentation on classroom expectations and learning goals. • PTA Meetings- parents are invited to attend and participate in decision making progress regarding school certain school aspects. Updates on school programs and performance are shared. • PTA/School newsletters- Newsletters are published monthly with curriculum updates, summaries of concepts covered by grade level, and links/hints to support students • School website- School maintains website with links to Student Progress Center (JPAMS), Important Dates, and useful parent links. • Teacher websites- Teachers maintain these and post newsletters, homework calendar, links for students and parents • Robo-calls are used to notify parents of upcoming school events. • Teacher newsletters-teachers send home weekly newsletters with information regarding curriculum, upcoming events, other important notes • Online Textbook Access-Students and parents have access to online textbook resources for Math, Science, and Social Studies. • Weekly Graded Folders- Graded papers are sent home to be reviewed by parents and students; assists with monitoring student progress. • Report Cards- Parents receive quarterly report cards communicating student performance/progress with the academic and enrichment subject areas. • Premiere Night: Parents of incoming second grade students visit the school. They are given a tour of the 	<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"/> Other 	<p>Items Needed:</p> <p>Copies Newsletters School & teacher websites PTA meeting agenda Surveys Weekly grades Report cards Robo call system Online textbook access</p>	<p>Effectiveness Measure: Survey/Questionnaire feedback</p> <hr/> <p>Effectiveness Results:</p>
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<p>school and introduced to teachers, curriculum, and programs offered.</p>				
<p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> 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. 	<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"/> Other 	<p>Items Needed: Copies</p>	<p>Effectiveness Measure: Survey/Questionnaire feedback</p> <hr/> <p>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. 	<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"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Survey/Questionnaire feedback</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 				
<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.</i></p>				
<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Open House- time allotted for homeroom teachers and also Special Education teachers. Classroom expectation and learning goals are discussed. 	<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"/> Other 	<p>Items Needed: Copies of handouts presented to parents</p>	<p>Effectiveness Measure: Parent Survey</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Evening Among the Stars: students rotate through various stations and participate in activities integrating art and written expression. Family Learning Night: students and family rotate through various English Language Arts, Math, Science, and Social 	<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: Primary sources Art and craft supplies</p>	<p>Effectiveness Measure: Completed products parent feedback</p>

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<p>Studies stations and participate in activities that support family knowledge of standards.</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"/> Other		<p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Premiere Night: Parents of incoming third grade students visit the school at the end of their second grade year. They are given a tour of the school and introduced to teachers, curriculum, and programs offered. 	<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"/> Other	<p>Items Needed: Copies of handouts for parents</p>	<p>Effectiveness Measure: Parent feedback</p> <hr/> <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.)*

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SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Document Based Questions (DBQ’s) with primary sources- teachers will model use and implementation of expectations. Students will analyze samples. • Achieve 3000 integrated in Social Studies class weekly to the whole class and use of Achieve 3000 articles twice a week as intervention for identified students. • Guidebooks for grades 3-5, 1 unit per grade level throughout the year. • Grade levels will identify specific writing strategies to increase consistency with rubrics chosen as a grade level and increased modeling and student analysis of writing samples. • Follow Guaranteed Curriculum to implement rigorous curriculum across grade levels. • Utilization of Type II and Type III questions which require students to apply and extend math concepts. Type II questions require written justification and critique of reasoning. Type III questions require modeling/application of real world problems. • LEAP 2025 Writing Rubric will be embedded into classroom 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 checked="" type="checkbox"/> Other 	<p>Items Needed: Primary sources Writing Samples Guidebooks & novels LEAP Rubric Sprints</p>	<p>Effectiveness Measure: LEAP Scores Pre/Post test scores SLT’s</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • EAGLE: Students use standards-based online testing to help students acclimate to LEAP testing format. • LEAP 360: Identify strengths and weaknesses of incoming students at the beginning the school year. 	<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: LEAP rubric for writing Achieve reports</p>	<p>Effectiveness Measure: LEAP Scores Pre/Post Tests SLT’s Achieve reports</p>

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<ul style="list-style-type: none"> • Unit Pre and Post Tests: Identify weaknesses to focus planning where necessary and show growth through the course of a unit. • Weekly Assessments: Teachers analyze results to select intervention groups • LEAP scores: Identify strengths and weaknesses to guide instruction • SLT's: Identify individual growth goals for the year • Evaluate DBQ's in PLC: Track student progress and discuss strategies to increase student understanding • Lexile reports from Achieve: For participating students, identify and track reading goals as students work toward college readiness • LEAP 2025 Writing Rubrics: Rubrics will be used to evaluate student writing a minimum of 2 times per quarter. • Type II and Type III questions: teachers will include these types of questions in classroom instruction and on assessments. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • LEAP 360- A test administered to all students at the beginning of the year; individual student scores determine need for intervention • Unit Pre and Post Tests- Teacher administered at the beginning of and after each unit in ELA and math. • Analysis of Weekly Assessment scores- Teachers regularly analyze student performance on classroom assessments. Teachers track students needing intervention on their weekly lesson plans. • LEAP scores: Student performance on previous year's LEAP Test are analyzed. • DIBELS: 3rd Graders are given this reading assessment focused on retelling and oral reading fluency. • Achieve 3000- This test informs teachers of the students' lexile performance scores. 	<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 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"/> Other	<p>Items Needed: STAR reports Moby Max reports Achieve 3000 reports DIBELS scores LEAP 360 scores Weekly assessment scores</p>	<p>Effectiveness Measure: LEAP scores Weekly assessment scores Post test scores Growth reports for Achieve 3000, Moby Max, STAR, and DIBELS</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • STAR Reports for AR- students take an online reading test to determining their grade level equivalent reading level. • Moby Max Reports: Students take a math assessment test on line to determine their grade level equivalent in math. 				
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Specific Intervention Time is built into the daily schedule for teachers to address student needs. • Achieve 3000- Online program used to address those students needing reading intervention. • Moby Max Math – Moby Max is a program that tests students and assigns them individualized lesson to help them grow in academic subjects. Intervention time using the Moby Max program is held before school and is used to address those students needing math intervention. Moby Max is also used in classrooms during station times as intervention for struggling students as well as enrichment for above level students. • KIT tutors- Provide tutoring in math and ELA specifically to our students in transition. • Reflex Math- used by classroom teachers throughout the day to address math weaknesses. • Co-Teaching Method- Used at each grade level to group and target specific students based on academic need. 	<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"/> Other 	<p>Items Needed: Computer-based programs to access Moby Max, Reflex Math, & Achieve 3000</p>	<p>Effectiveness Measure: LEAP scores Growth reports for Achieve 3000, Moby Max, and Reflex Math</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"> • Students will be recommended for the Student Assistance Team process. This team meets weekly and consists of the school counselor, teachers, parents, administration, speech therapist, a representative of pupil appraisal. 	<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: Data collected on specific students List of accommodations IEP or 504 plan</p>	<p>Effectiveness Measure: Data collection from interventions Attainment of student goals on IEP</p>

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<ul style="list-style-type: none"> • Revise 504 plan to determine need for further accommodations. 504 meetings are held yearly and as needed and consist of parents, teachers, and 504 coordinator. • Reconvene IEP team to determine need for further accommodations/modifications, revise academic goals, or revise placement. IEP team meetings are held yearly and as needed and consist of parents, teachers, related service providers, and administration. • PLC team will collaborate and share interventions that have worked in the past with students who are experiencing difficulty. 		<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"/> Other		Effectiveness Results:
<p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</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. 	Goal(s): 1, 2, 3, 4	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed: LEAP Connect assessment LEP para to work with students and monitor progress Communication procedures such as translator, written translation of documents, dictionary in native language	Effectiveness Measure: LEAP Connect results <hr style="border-top: 1px dashed black;"/> Effectiveness Results:
<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> • Inclusion – special education students are included in general education classrooms as frequently as possible based on individual student needs and IEPs. 	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	Items Needed: Specified staff members Curriculum resources Computer access Software Licenses	Effectiveness Measure: Data collection from various sources related to these services such as software, assessments, IEP goals, etc.

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<ul style="list-style-type: none"> • Co-teaching – two general education classrooms in each grade level are “co-teaching” classrooms. Many special education students receive most of their instruction in these classrooms rather than in a smaller special education setting. The special education teacher teaches alongside the general education teacher for some subjects in these classrooms to provide support to the special education students. Students are placed into these classrooms based on individual student needs and IEPs. • LEP services – an LEP para-educator monitors and works with students requiring Limited English Proficiency (LEP) services. The para-educator discusses progress with the general education teacher and parents and works with students on an individual or small group basis for support. These services are determined based on individual student needs. • Speech/Language pathology – Speech Language Pathologists (SLP) provide speech and language support to students qualifying for SLP services. These pathologists offer social groups, in-class, individual, and small group support based on individual student needs and IEPs. • Hearing Impaired support – Support for hearing impaired students is offered through the parish to support students with hearing impairments. Supports are determined based on individual student needs and IEPs. • Adapted PE support – Support for students requiring adapted physical education is offered through the parish to support students with gross & fine motor concerns that affect their participation in general education PE classes. Supports are determined based on individual student needs and IEPs. • Occupational Therapy - Support for students requiring occupational therapy is offered through the parish to support students with fine motor concerns. Supports are determined based on individual student needs and IEPs. 		<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"/> Other	<p>Teacher training for software and curriculum implementation Assistive technology devices Guest speaker fees Field trip destinations Transportation to attend field trips Aftercare staff</p>	<p>Effectiveness Results:</p>
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<ul style="list-style-type: none"> • Physical Therapy - Support for students requiring physical therapy is offered through the parish to support students with gross motor concerns. Supports are determined based on individual student needs and IEPs. • Assistive Technology – Assistive technology (AT) supports are technologies that allow students with special needs to be successful in the school setting. A school level assistive technology team meets monthly to determine eligibility of students for AT services. Supports are determined based on individual student needs and IEPs. • Intervention Lab - Students receiving services through Moby Max and Achieve attend computer lab in the mornings and afternoons • Resource setting – The resource setting allows special education students the opportunity to learn one or more core subjects in a smaller group setting. Students in these classrooms follow the general education curriculum. These services are determined based on individual student needs and IEPs. • Moderate Setting – The moderate setting allows special education students the opportunity to learn most or all of their academic subjects in a small group setting. Students in these classrooms follow the general education curriculum with supports, as well as work on individual needs, social skills, and life skills. These services are determined based on individual student needs and IEPs. • KIT tutoring- Students receiving KIT services are eligible to receive further academic assistance with individualized tutoring • Field trips- Students visit various locations around the community to extend their learning • Guest Speakers- Community members are invited to share their knowledge with students on various topics relating to curriculum • After School Care Homework Lab- certified monitor and assist students with homework and study skills 				
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<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> • After School Care Homework Lab- certified teachers monitor and assist students with homework and study skills • Extracurricular club opportunities- students can sign up to participate in 4H, student council, band, choir, strings, Turtlettes, sign language club, community education classes • Family Learning Night- Families attend and visit stations with activities relating to curriculum • Evening with the Stars- Families attend and visit stations related to the arts (visual and performing arts) • Premier Night- Families of incoming 3rd graders tour the school and are introduced to faculty and staff • Field trips – Students visit various locations around the community to extend their learning • Guest speakers- Community members are invited to share their knowledge with students on various topics relating to curriculum • Computer labs- 5 computer labs and in-classroom computers offer students opportunities to research and extend knowledge of curriculum 	<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"/> Other 	<p>Items Needed:</p> <p>Aftercare staff Club meeting rooms and sponsors Station activity materials Field trip destinations and transportation Guest speakers Computers and internet access</p>	<p>Effectiveness Measure: End of year survey results</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>
<p><i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students’ Skills Outside of the Academic Subject Areas:</i></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 Mental Health Provider (MHP) will work with students 20 hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA 	<p>Items Needed:</p> <p>Outcome Measurement Chart</p>	<p>Effectiveness Measure: Outcome Measurement Chart</p>

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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"/> Other		<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) – Positive behavior lessons will be taught by qualified classroom teachers, the school counselor, and MHP, emphasizing appropriate behavioral expectations for all students. These expectations will be posted, modeled, and reinforced by all school personnel on a daily basis. Student rewards will be determined by the PBIS committee and will take place at the end of each nine week period. Our school PBIS committee meets monthly and consists of teachers, administrators, • Positive Behavior Incentives – Positive behavior incentives created by the PBIS team will be utilized throughout the year. Incentives include Turtle Tokens (positive behavior slips) with weekly redemption, Terrific Turtles (quarterly positive referrals), Lunch Bunch, and Postcards mailed home. There will also be quarterly Turtle Time celebrations and PBIS reinforcement events for students. • Words of Wisdom messages, provided by the school based counselor, are presented to students daily through morning announcements and are reinforced through classroom discussion. Weekly Theme of the Week is sent to teachers to reinforce PBIS and Bystander Revolution concepts and offer discussion points. • School-Wide Post Office is a program the students with disabilities manage and run that is overseen by the special education teachers. These students sell post cards twice a 	<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 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"/> Other	<p>Items Needed:</p> <p>Turtle Tokens Certificates Incentive items Lunch Bunch forms ISS Staff Behavior forms Check in/Check out charts & incentives PBIS posters Expectations posted for various areas within the school All call system for morning announcements Postcards Mailboxes Words of Wisdom Program</p>	<p>Effectiveness Measure: Discipline Data</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>

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<p>week before school, and deliver post cards to classrooms. This program teaches these students valuable life skills.</p> <ul style="list-style-type: none"> • Bystander Revolution is a parish wide program teaching students strategies to address bullying and positive social interactions through daily lessons throughout one month of the school year. • Tiered behavior reporting system including major and minor referrals – teachers and staff have the opportunity to report behaviors using different reporting forms. A minor behavior report is used for minor behaviors and is reported at the school level. A major behavior report is used for major behaviors and is reported in the state reporting system. • In School Suspension Services – In School Suspension services (ISS) are offered on an individualized student basis as a behavior intervention. Students spend a day working in the ISS room with an ISS staff member to complete work in a supportive environment. Students receiving a major behavior referral may be recommended for this intervention. • Check In/Check Out – Students requiring daily behavior intervention may be referred to the Check In/Check Out program. Students check in each morning with a staff member to discuss the student’s goals for the day and receive a pep talk. Students also check out at the end of each day with the same staff member to discuss the student’s progress towards their goals for the day and prepare for the following day. Students bring this information home to parents as well so that parents can also play a part in the behavior intervention. • Detention before school and at recess – detention services are offered on an individualized student basis as a behavior intervention. Students spend a morning or lunch recess working with a staff member in a supportive environment to reflect upon behavior choices. Students receiving a 				
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<p>minor or major behavior referral may be recommended for this intervention.</p> <ul style="list-style-type: none"> • Individualized Behavior Intervention Plans – students requiring more intensive behavior intervention may require an individualized Behavior Intervention Plan (BIP). Staff and parents work together to determine behavior goals for the student to work toward by using a functional behavior assessment. Then the team determines a plan to help the student find success with these challenging behaviors. This plan becomes the student’s BIP. • Individualized Safety Plans –These plans are created in order to keep students safe while on campus. Any student with safety concerns is eligible for a safety plan. 				
<p>Strategies for Assisting Students in the Transition from One School to the Next:</p>				
<p>Incoming Students</p> <p>Incoming Student Tours - During the spring of each school year, the Lancaster faculty will coordinate with Madisonville Elementary School to allow incoming students the opportunity to visit Lancaster in preparation to attend the following year.</p> <p>Premier Night – During the Spring semester Premier Night is held for new families to visit the school in the evening. Tours, question and answer time, PTA support and information are all available during this event.</p> <p>Meet the Teacher Day - Parents and students will have the opportunity to meet their teachers prior to the first day of school, allowing them to bring school supplies and visit the classroom. This will be done at the beginning of the school year during teacher professional development days. Parents will be notified through the phone messaging system, school website, and notices on the school doors.</p> <p>New Family Orientation – Students and parents who are new to the area will have the opportunity to attend a meeting before</p>	<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 checked="" type="checkbox"/> Other 	<p>Items Needed: Copies Bus transportation</p>	<p>Effectiveness Measure: End of Year parent survey</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>

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<p>school starts to learn more about Lancaster Elementary, its policies and procedures, and helpful information about the community.</p> <p>School Information Brochure is provided to all incoming students.</p> <p>Outgoing students During the spring of each school year, the Lancaster faculty will coordinate with Madisonville Junior High School to allow outgoing students the opportunity to visit in preparation to attend the following year. A junior high open house night is held and all students in 5th grade are invited to attend.</p>				
<p style="text-align: center;">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>				
<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> Professional Learning Communities- Teachers will meet monthly to analyze data, plan common assessments, develop interventions, and plan engaging lessons for students through the use of technology integration, various software and online resources, KAGAN, Literacy Strategies and an emphasis on Common Core Standards. Teachers will also focus on RTI through the use of math and literacy workstations, Achieve 3000, and Moby Max. TRT and Curriculum specialist will present parish-level updates about curriculum and testing. Achieve 3000 representatives will present strategies for effective use of the program whole-class. PLC teams are structured by grade level and subject. Each PLC team chose a teacher leader to facilitate their meetings. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Items Needed: Substitutes Copies Instructional Resources Material</p>	<p>Effectiveness Measure: Attainment of goals</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>
<p>Other Professional Development: New Teacher Meetings – New teachers, through the guidance of administration, teacher mentors, and TRT will meet monthly to review school policies and procedures, classroom management, and curriculum issues. New teachers and their mentors may also meet</p>	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4</p>	<p>Items Needed: Copies Substitutes Instructional Resources Materials</p>	<p>Effectiveness Measure: Attainment of Goals</p>

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<p>weekly depending upon need. Teachers new to the parish will attend the parish-wide training program, BOOST, for new teachers.</p> <p>Learning Walks- Teachers will participate in learning walks at least once per school year. They will collaborate and discuss their observations upon completion in follow-up meetings.</p> <p>Peer Classroom Observations – As part of post-observation recommendations, teachers will be assigned to observe in peer teacher classrooms for the specific purpose of observing strategies related to classroom management, questioning, engagement, choice, assessment, and implementing workstations.</p> <p>Leadership Meetings – Once per month, grade chairpersons will meet with administration to discuss curriculum needs and support needs for students and teachers. Information discussed is redelivered to all teachers during grade level meetings.</p> <p>Grade Level Meetings- Once per month, teachers will meet in grade levels to discuss lesson planning, unit assessments, curriculum issues, student data and administrative notes.</p> <p>*Guaranteed Curriculum Reviews – Teachers will review, analyze and utilize the Guaranteed Curriculum to guide and plan their daily lessons for students according to the Common Core Standards. Teachers will also provide feedback to the district stating any corrections that need to be made or suggestions to improve the lessons.</p> <p>Outside of PLCs and other in-school PD, teachers will participate in professional development during faculty meetings, parish-wide PD days in August, October, and March, and other parish-sponsored in-services. Topics to be covered will be based upon the needs of the teachers and mandates from the school system. Teachers will also complete surveys after professional development activities so that administration can gain input into future professional development needs and any follow-up needs.</p>		<ul style="list-style-type: none"> <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 checked="" type="checkbox"/> Other 		<p>Effectiveness Results:</p>
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<p>*Teacher Surveys – Teachers will complete a survey after all professional development workshops so that their input can be used in the decision making of future sessions. These surveys will guide academic needs and support for both teachers and students. End of the year surveys are administered to employees and information is used to plan for all aspects of the next school year.</p> <p>Curriculum Specialists – Curriculum specialists visit the school as needed to discuss curriculum and share available resources.</p>				
<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. • Teacher openings are advertised through the district website. • District leaders attend local college and university teacher recruitment fairs in the fall and spring. • The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites. • Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. • Placement of Student Teachers from local universities • 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. 	<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"/> Other 	<p>Items Needed: Interview team</p>	<p>Effectiveness Measure: Attainment of Goals</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>

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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> <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"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>
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<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> <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"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>
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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

<p>McKinney Vento:</p> <ul style="list-style-type: none"> • 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. <p>Food Services:</p> <ul style="list-style-type: none"> • All students whose income qualifies them for free/reduced meals participate in the federal food service program. <p>Special Education:</p> <ul style="list-style-type: none"> • Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

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English as a Second Language (ESL):

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

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.*

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

- Lancaster SIP Committee meets to evaluate data, recognizing weaknesses and strengths. Teachers and support employees from each grade/subject area participate. The SIP action steps are developed as a committee using the evaluation of effectiveness of current programs. All stakeholders are provided the plan for improvement during the December PTA meeting. Additionally, the information can be found on the school website.

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

- Discuss at faculty meeting and quarterly
- Available for parents to review on school website and hard copy on school campus

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

- Teachers regularly evaluate and analyze student performance to drive curriculum and planning.

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

- School Performance Score
- Report Cards
- Progress Reports
- Parent conferences
- IEP progress reports
- Progress monitoring
- JPAMS

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
 - An 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