

**2019-2020
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).

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
Considering the Dibels Trend Data, 61% of 3 rd graders entered our school in 2018 as above benchmark, compared with 57% in 2017.	Considering the Dibels Trend Data, 9% of 3 rd graders entered our school as Intensive in 2018, compared to 10% in 2017.
The School Index Score showed that the Assessment Index score from 2016 to 2018 has increased 2.6 points. However last year, the 2019 Assessment Index score dropped 0.5 points. This still indicates an area of strength for our school.	The School Index Score showed that the Growth to Mastery score decreased from 91.6 points in 2018 to 89.5 in 2019.
The School Performance Score showed that ELA Assessment Index scores have increased across all grade levels for the past two (2018-2019) years by an average of 2.25% points.	The School Performance Scores showed that Social Studies Assessment Index scores for the Whole School (77.5% points) was the lowest score compared to ELA (91.2% points), Math (86.8% points), and Science (81.9% points) in the years 2018-2019.
The School Performance Score Grade Level Index and Subcategory Proficiency scores showed that 3 rd Grade is consistently the highest scoring grade level for Math from 2017-2019.	For the years 2018-2019, the School Performance Score Grade Level Index and Subcategory Proficiency Scores for grades 3 and 5, showed Reading Performance, Vocabulary subcategory was the lowest proficiency in ELA with 3 rd grade at 70% and 5 th grade at 57%. For grades 3-6, Writing Performance, Written Expression subcategory was the lowest proficiency across all grade levels with 3 rd grade at 38%, 4 th grade at 64%, 5 th grade at 65%, and 6 th grade at 49%.
For 2019, the School Performance Score Subject Area Index and Subcategory Proficiency Scores for Grades 3-6, showed Reading Performance, Literary Text subcategory, was the highest proficiency in ELA with a school wide average of 68.8% considering 3 rd grade at 79%, 4 th grade at 73%, 5 th grade at 64%, and 6 th grade at 59%.	For 2019, the School Performance Score Subject Area Index and Subcategory Proficiency Scores for grades 3-6, the History subcategory was the lowest proficiency in Social Studies with a school wide average of 44% considering 3 rd grade at 46%, 4 th grade at 44%, 5 th grade at 46%, and 6 th grade at 40%.
The Whole School Subgroup Index indicated that the White subgroup has increased the Social Studies Index score from 70.7 points in 2017 to 79.0 points in 2019.	The Whole School Subgroup Index showed that the Black subgroup has decreased in the Science Index score from 63.1 points in 2016 to 53.9 points in 2019.

Lancaster Elementary 2019-2020

<p>The Whole School Subgroup Index indicated that from 2017 to 2019, the Economically Disadvantaged subgroup has increased 11.6 points, White subgroup has increased 8.3 points, and Hispanic subgroup has increased 13.2 points.</p>	<p>The Whole School Subgroup Index indicated that from 2016 to 2019, Two or More Races subgroup had decreased 19.1 points and Economically Disadvantaged subgroup has decreased 6.4 points.</p>
<p>The Whole School Subgroup Index showed that the Asian (108.3 - A) and White (88.1 - B) subgroups were the potential official subgroups of strength in 2019.</p>	<p>The Whole School Subgroup Index indicated that the Black (69.6 - C) and Students With Disabilities (65.2 - C) subgroups were potential official subgroups of weakness in 2019.</p>
<p>When considering the Subject Level Index scores for the subgroups in Social Studies between 2017 and 2019, the Economically Disadvantaged subgroup increased 9.2 points and the Whites subgroup increased 4 points.</p>	<p>When considering the Subject Level Index Scores for the subgroups, the Two or More Races (-19.1 points) and Economically Disadvantaged (-6.4 points) subgroups decreased in Science between 2016 and 2019.</p>
<p>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</p>	
<p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> • <i>Must Include at Least 1 Subgroup Goal</i> 	
<p>1. According to the School Performance Grade Level Index Score and Subclaim Proficiency Score in 2019, the Expressing Mathematical Reasoning subcategory was the lowest proficiency. Spring 2020 LEAP 2025 Expressing Mathematical Reasoning proficiency scores will increase 2% points to increase 4th grade 65% to 67%, 5th grade from 68% to 70%, 6th grade from 59% to 61%.</p>	
<p>2. According to the School Performance Grade Level Index Score and Subclaim Proficiency Score in 2019, the Written Expression subcategory was the lowest proficiency across all grade levels with 3rd grade at 38%, 4th grade at 64%, 5th grade at 65%, and 6th grade at 49%. In 2020, students in grades 3-6 will increase the Written Expression proficiency score on LEAP by 5% per grade level.</p>	
<p>3. From Spring of 2019 to Spring of 2020, students in grades 3-6 will increase their Social Studies Assessment Index on LEAP 2025 by 2.5 points from 77.5 points to 80 points.</p>	
<p>4. From Spring of 2019 to Spring of 2020, Whole School Subgroup Index Scores will increase by 5 points for the Students with Disabilities subgroup from 65.2 points to 70.2 points and the Black subgroup will increase from 69.6 points to 74.6 points.</p>	
<p>5.</p>	

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><u>Design:</u></p> <ul style="list-style-type: none"> • Parental Involvement on SIP Committee- Parent and teacher representative on committee, plan will be reviewed by six PTA board members in November 2019 and by all teachers at December faculty meeting. • 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 and district websites. 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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Survey/Questionnaire copies Hard copy of SIP Digital copy of SIP PTA meeting agenda Faculty meeting agenda</p>	<p>Effectiveness Measure: Survey/questionnaire feedback</p> <hr/> <p>Effectiveness Results:</p>

Lancaster Elementary 2019-2020

<p>Evaluation:</p> <ul style="list-style-type: none"> The school's office will provide a paper copy of the School Improvement Plan up parent request, and the office will maintain a log of parents that participate. A Google document will be linked with the School Improvement Plan allowing parents to provide feedback on the plan. 				
<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. Individual Academic Improvement Plan (IAIP) – parents are invited to attend meetings to assist in developing a plan of action and intervention to assist students who scored below basic on Leap 2025 in two or more subject areas in the spring of 2019. Parent and student representatives participate in PBIS meetings. Event Surveys- Parents are encouraged to reflect/give feedback on school events, including Ticket Out the Door forms. Parent survey for Family Learning Night . Yearly Survey- Parents are encouraged to complete a yearly survey about their child's year and the school's performance. 	<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:</p> <p>Surveys Copies Student data for meetings PTA meeting agendas Parent conference forms</p>	<p>Effectiveness Measure:</p> <p>Survey/questionnaire feedback Student data from IEP goals</p> <hr/> <p>Effectiveness Results:</p>

Lancaster Elementary 2019-2020

<ul style="list-style-type: none"> • 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>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"> • 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. This year’s presentation was focused on curriculum goals and PowerPoints were posted on every teacher’s website. Parents are given curriculum resources along with access the state standards and STPSB Guaranteed Curriculum. Handout provided at events and put in newsletters. • PTA Meetings- parents are invited to attend and participate in decision making progress regarding 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 resource links. • Teacher Page on JPAMS- Teachers maintain these and post newsletters, homework calendar, subject specific curriculum links for students and parents 	<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:</p> <ul style="list-style-type: none"> Copies of newsletters School & teacher websites PTA meeting agenda Surveys Weekly grades Report cards Robo call system Online textbook access 	<p>Effectiveness Measure: Survey/questionnaire feedback</p> <hr/> <p>Effectiveness Results:</p>

Lancaster Elementary 2019-2020

<ul style="list-style-type: none"> • Robo-calls are used to notify parents of upcoming school events and immediate and/or unexpected changes. • 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; JPAMS is used to offer up-to-date progress on assessments. • 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 school and introduced to teachers, curriculum, and programs offered. • Digital Message Board: Displays current school events and announcements regarding parental involvement/engagement opportunities 				
<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; 	<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 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 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

Lancaster Elementary 2019-2020

<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"> Open House- time allotted for homeroom teachers and also Special Education teachers. Classroom expectation and learning goals are discussed. Open House PowerPoints included common language communicating clear curriculum changes and goals for student achievement as well as resources such as how to access state standards, Guaranteed Curriculum, and STPSB website available for parents. 	<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 of handouts presented to parents</p>	<p>Effectiveness Measure: Parent sign-in sheets</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Family Learning Night: 3rd-6th grade students and family rotate through various English Language Arts, Math, Science, and Social Studies stations and participate in 	<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: Primary sources Arts and crafts supplies</p>	<p>Effectiveness Measure: Completed products Parent feedback</p>

Lancaster Elementary 2019-2020

<p>activities that support family knowledge of standards. This activity is held in the fall.</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"> 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"/> DSS <input type="checkbox"/> Other	<p>Items Needed: Copies of handouts for parents</p>	<p>Effectiveness Measure: Exit ticket</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 4:</p> <ul style="list-style-type: none"> Boosterthon Fun Run: 3rd - 6th grade students participate in the fun run, a PTA/PBIS event, where parents/family members are invited to assist or observe. 	<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	<p>Items Needed: Exit ticket Sign in form</p>	<p>Effectiveness Measure: Exit ticket Parent sign in</p> <hr/> <p>Effectiveness Results:</p>

Lancaster Elementary 2019-2020

		<input type="checkbox"/> Other		
Parent Family Engagement Activity 5: <ul style="list-style-type: none"> End of the Year Family Picnic: 3rd – 6th Grade – parents and family members are invited to a family picnic proceeding the grade level awards ceremony. Parents are encouraged to participating in each lunch and playing playground games with their child. 	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 <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:	Effectiveness Measure: Parent sign-in sheets
				Effectiveness Results:
Parent Family Engagement Activity 6: <ul style="list-style-type: none"> Meet and Greet Night – 3rd -6th grade: parents and students are invited to “Meet the Teacher” prior to the first day of school. This also gives the parents the opportunity to connect with other parents in the classroom for the upcoming year. 	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 <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:	Effectiveness Measure: Parent sign-in sheets
				Effectiveness Results:

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"> • 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 and ELA classes weekly to the whole class. • Guidebooks for all grades, 3-4 units per grade level throughout the year. • Reflex Math is used to improve individualized fact fluency mastery. • Moby Max is used to improve individualized basic skills across all subjects and grade levels. • Flocabulary is used to increase student engagement and increase vocabulary and comprehension. • Typing Agent is used to increase computer literacy skills. • Implementation of teacher-created standards-based common assessments across all grade levels and subject areas. 	<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:</p> <ul style="list-style-type: none"> Primary sources Writing Samples Guidebooks & novels LEAP Rubric Sprints Student subscriptions for all computer-based programs 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> LEAP Scores Pre/Post test scores SLT’s Tracking reports <hr/> <p>Effectiveness Results:</p>

Lancaster Elementary 2019-2020

<ul style="list-style-type: none"> • 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. • ZEARN Math online curriculum will be implemented into 4th and 5th grade classrooms to support Eureka Math concepts. • Mystery Science online science curriculum and activities to support NGSS. • Great Minds/Engage NY math curriculum will be implemented school wide. • Power 30 school wide enrichment or intervention block based off curriculum standards and strengths & weaknesses of the grade level and students. 				
<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 Diagnostic and Interim to identify strengths and weaknesses of incoming students at the beginning and middle of the year. This data is used to set Student Learning Targets (SLT's) for the year. • Common Assessments are used by each grade level to track student mastery of grade level standards. Teachers identify weaknesses to focus planning or remediation where necessary. • LEAP scores: Identify strengths and weaknesses to guide 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: LEAP rubric for writing Achieve reports</p>	<p>Effectiveness Measure: LEAP Scores Pre/Post Tests SLT's Achieve reports</p> <hr/> <p>Effectiveness Results:</p>

Lancaster Elementary 2019-2020

<ul style="list-style-type: none"> • Evaluate DBQ’s in PLC meetings: Track student progress and discuss strategies to increase student understanding • 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. • Credit Recovery – students with failing grades will be given the opportunity to be retaught and retested to earn partial credit back on ELA and Math assessments. This will be conducted to ensure mastery of standards. 				
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • LEAP 360- A test administered to all students at the beginning and middle of the year; individual student scores determine need for intervention • Analysis of Common 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 and focuses on individualized non-fiction literacy intervention strategies. • Fast ForWord is used to improve language processing, phonemic awareness, skill-building exercises to fill reading gaps • Specific Intervention Time is built into the daily schedule for teachers to address student needs. • Moby Max – Moby Max is a program that tests students and assigns them individualized lessons to help them grow 	<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: Computer-based programs to access Moby Max, Fast ForWord, Reflex Math, ZEARN, & Achieve 3000</p>	<p>Effectiveness Measure: LEAP scores Growth reports for Achieve 3000, Moby Max, Fast ForWord, ZEARN, and Reflex Math</p> <hr/> <p>Effectiveness Results:</p>

Lancaster Elementary 2019-2020

<p>in academic subjects. Intervention time using the Moby Max program is held before school and is used to address those students needing intervention. Moby Max is also used in classrooms during station times as intervention for struggling students as well as enrichment for above level students.</p> <ul style="list-style-type: none"> • 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. • ZEARN Math online curriculum will be implemented into 4th and 5th grade classrooms to support Great Minds/Engage NY Math concepts. • Progress Monitoring Sheets are used to track and monitor students with disabilities progress in the regular classroom. • LEAP Connect Standards/Assessment: Students enrolled in grades 3-6 who meet the participation criteria for Alternate Assessment take a state test to measure their academic progress in ELA and mathematics. 				
<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"> • Tutor that pushes in the classroom and pulls out for individualized instruction • The ELPT is used to measure the performance of ELs as they progress through K-12 education and achieve college and career readiness. Results are used to determine as student’s level of English proficiency and to decide which 	<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 checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Rosetta Stone LEP para to work with students and monitor progress Communication procedures such as translator, written translation of documents, dictionary in native language</p>	<p>Effectiveness Measure: ELPT results</p> <hr/> <p>Effectiveness Results:</p>

Lancaster Elementary 2019-2020

<p>language services and supports the student will need to fully participate in core content classes.</p>				
---	--	--	--	--

Interventions for At-Risk Students

<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 and middle of the year; individual student scores determine need for intervention • Analysis of Common 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. • Project Read: multi-sensory reading intervention to develop phonemic awareness and written expression • 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. • Moby Max Reports: Students take a math assessment test on line to determine their grade level equivalent in math 	<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: 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 Achieve3000, Moby Max, and DIBELS</p>
<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. Before school intervention lab is also available for students to complete interventions. 	<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: 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>

Lancaster Elementary 2019-2020

<ul style="list-style-type: none"> • Achieve 3000- Online program used minimally three times a week to address those students needing reading intervention. • Moby Max– Moby Max is a program that tests students and assigns them individualized lessons 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 intervention. Moby Max is also used in classrooms during station times as intervention for struggling students as well as enrichment for above level students. Program is used at teacher’s discretion. • KIT tutors- Provide tutoring in math and ELA specifically to our students in transition. • Reflex Math- used by classroom teachers minimally three times per week to address math weaknesses. • Paras assists with small-group instruction, administering accommodations and interventions 		<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>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"> • Teachers will recommend students for the Teacher Assistance Team (TAT) process. This team meets weekly and consists of the chairperson, regular education teacher, and special education teacher where data is reviewed and interventions are established. • Individual Academic Plan (IAP) will be created for 5th and 6th grade students who are identified as approaching basic or unsatisfactory in 2 or more subjects on the LEAP test. • 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. • Revise 504 plan to determine need for further accommodations. 504 meetings are held yearly and as needed and consist of parents, teachers, and 504 coordinators. 	<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: 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> <hr/> <p>Effectiveness Results:</p>

Lancaster Elementary 2019-2020

<ul style="list-style-type: none"> 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. 				
<p>Interventions Specific to <u>Students with Disabilities</u>:</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 minimally three times a week to address those students needing reading intervention. Moby Max– Moby Max is a program that tests students and assigns them individualized lessons 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 intervention. Moby Max is also used in classrooms during station times as intervention for struggling students as well as enrichment for above level students. Program is used at teacher’s discretion. KIT tutors- Provide tutoring in math and ELA specifically to our students in transition. Reflex Math- used by classroom teachers minimally three times per week to address math weaknesses. Paras assists with small-group instruction, administering accommodations and interventions 	<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: Student subscriptions and tutors</p>	<p>Effectiveness Measure: Data collection from program reports</p> <hr/> <p>Effectiveness Results:</p>
<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 	<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 Connect assessment LEP para to work with students and monitor progress Communication</p>	<p>Effectiveness Measure: LEAP connect results</p>

Lancaster Elementary 2019-2020

<p>on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</p> <ul style="list-style-type: none"> • 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. 		<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	<p>procedures such as translator, written translation of documents, dictionary in native language</p>	<p>Effectiveness Results:</p>
---	--	--	---	--------------------------------------

Support and Extended Learning

<p>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):</p> <ul style="list-style-type: none"> • Music, PE, Art, Library – students will attend enrichment classes weekly • 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. • Physical Therapy - Support for students requiring physical therapy is offered through the parish to support students 	<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"/> DSS <input type="checkbox"/> Other	<p>Items Needed: Specified staff members Curriculum resources Computer access Software Licenses 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 Measure: Data collection from various sources related to these services such as software, assessments, IEP goals, etc.</p> <hr/> <p>Effectiveness Results:</p>
---	---------------------------------------	---	---	---

Lancaster Elementary 2019-2020

<p>with gross motor concerns. Supports are determined based on individual student needs and IEPs.</p> <ul style="list-style-type: none"> • KIT - Students receiving KIT services are eligible to receive further academic assistance with individualized tutoring and supplies provided as needed • Field trips – Students visit various locations around the community to extend their learning and connect to grade-level specific learning standards • Guest Speakers- Community members are invited to share their knowledge with students on various topics relating to curriculum • Morning Intervention Lab - certified monitor to assist students with completing interventions and offer instructional support as needed. 				
<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"> • 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, Builders club, High-Five club, Girls on the Run, Beta Club • Family Learning Night- Families attend and visit stations with activities relating to curriculum • 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 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: 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: IEP reports</p> <hr/> <p>Effectiveness Results:</p>

Lancaster Elementary 2019-2020

<ul style="list-style-type: none"> • Enrichment and academic gifted services – teachers implement differentiated curriculum and instruction to identified students. • Talented Art, Talented Theatre, and Talented Music are offered to qualified students. 				
---	--	--	--	--

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

<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. 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>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: Outcome measurement chart</p>	<p>Effectiveness Measure: Outcome measurement chart</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> • Counselor provides individual, small-group, and whole class services; plans Red Ribbon Week activities; monitors students for receiving services through tracking data, plans morning meetings, interviews with teachers, and collaboration with administration. 	<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 	<p>Items Needed: Red Ribbon Week incentives</p>	<p>Effectiveness Measure: Student participation</p>

Lancaster Elementary 2019-2020

		<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>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 weekly 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, parents, and students. • Morning Meetings – will be held monthly for each grade level to provide students with PBIS direct instruction • 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. In addition, PBIS offers “The Reef Store” twice a week to purchase incentives using Turtle Tokens. • Words of Wisdom messages, provided by the school based counselor, are presented to students three times a week through morning announcements and are reinforced through classroom discussion. • School-Wide Post Office is a program the students with disabilities manage and run that is overseen by the special 	<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>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/> <p>Effectiveness Results:</p>

Lancaster Elementary 2019-2020

<p>education teachers. These students sell post cards twice a week before school, and deliver post cards to classrooms. This program teaches these students valuable life skills.</p> <ul style="list-style-type: none"> • 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. • PE Helper – an incentive for students needing additional support. • 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. The guidance counselor meets with all students placed in ISS to address problem behaviors. • 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 				
---	--	--	--	--

Lancaster Elementary 2019-2020

<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.				
---	--	--	--	--

Lancaster Elementary 2019-2020

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 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. • 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. • 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. • New Family Orientation – Students and parents who are new to the area will have the opportunity to attend a meeting before school starts to learn more about Lancaster Elementary, its policies and procedures, and helpful information about the community. • School Information Brochure is provided to all incoming students. • 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 6th grade are invited to attend. 	<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: Copies Bus Transportation</p>	<p>Effectiveness Measure: End of Year Survey Attendance Logs Permission Slips</p> <hr/> <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"> • PLC teams are structured by grade level and subject and led by a chosen teacher leader or member of administration to facilitate the meeting. • Teachers will meet once per month 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 Louisiana State Standards. Teachers will also focus on RTI through the use of math and literacy workstations, Achieve 3000, and Moby Max. 	<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 checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Substitutes Copies Instructional Resources Material</p>	<p>Effectiveness Measure: Attainment of goals set in PLC</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • TRT and Curriculum specialists will present parish-level updates about curriculum and testing. • Curriculum specialists will present as needed on specific topics as requested by teachers or administration. • 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 weekly depending upon need. Teachers new to the parish will attend the parish-wide training program, BOOST, for new teachers. • 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>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 checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Substitutes Copies Instructional Resources Material</p>	<p>Effectiveness Measure: Attainment of goals</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>

Lancaster Elementary 2019-2020

<ul style="list-style-type: none"> • 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. • 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. • 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. • Guaranteed Curriculum Reviews – Teachers will review, analyze and utilize the Guaranteed Curriculum to guide and plan their daily lessons for students according to the Louisiana State Standards. Teachers will also provide feedback to the district stating any corrections that need to be made or suggestions to improve the lessons. • Outside of PLCs and other in-school PD, teachers will participate in professional development during faculty meetings, participation in Summer Institute, 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 mandated 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. • 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 				
--	--	--	--	--

Lancaster Elementary 2019-2020

<p>administered to employees and information is used to plan for all aspects of the next school year.</p> <ul style="list-style-type: none"> Teacher leaders will be chosen by administration to receive ongoing professional development in content level training. Teacher leaders will report back to assigned grade levels to debrief. 				
---	--	--	--	--

<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. 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>	<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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
--	------------------------	---	-----------------------------	---

Lancaster Elementary 2019-2020

Coursework to Earn Post-Secondary Credit: <ul style="list-style-type: none"> • 	Goal(s):	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 <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:	Effectiveness Measure:
				Effectiveness Results:

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, categories/subcategories, and subgroups:

- 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 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:

- Discuss at faculty meeting and quarterly
- Available for parents to review on school website and hard copy on school campus
- SIP committee will review LEAP 360 diagnostic and interim assessment results

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

- School Performance Score – found on Lancaster website
- Report Cards – sent home quarterly and mailed to parents end of year
- Progress Reports – found on JPAMS
- Parent conferences – as needed and requested by teacher and/or parent
- IEP progress reports – sent home quarterly
- Progress monitoring – DIBELS classroom interventions, SAT and 504 meetings
- JPAMS – updated regularly

2019-2020 Committee Members

School Improvement Planning Committee

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

Members Include:

- Principal: Susannah Welch
- AP: Laura Haggard
- Parish-wide AP: Michelle McGovern
- Teacher: Kimberely Brouillette
- Teacher: Nicole Roberts
- Teacher: Paul Newfield
- Teacher: Ashley Dutel
- Teacher: Ashley Wolf
- Parent/Family: Shelli Myers
- Student: Elise Haggard

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- Principal: Susannah Welch
- AP: Laura Haggard
- Parish-wide AP: Michelle McGovern
- Teacher: Kimberely Brouillette
- Teacher: Nicole Roberts
- Teacher: Paul Newfield
- Teacher: Ashley Dutel
- Teacher: Ashley Wolf
- Parent/Family: Shelli Myers
- Student: Elise Haggard
-

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