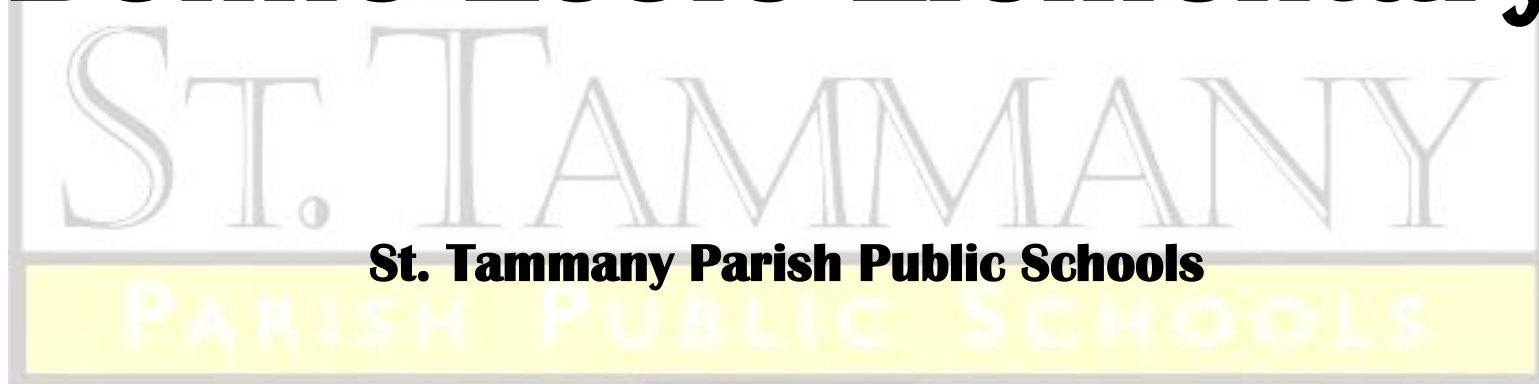


**2019-2020  
SCHOOL IMPROVEMENT PLAN**

**Bonne Ecole Elementary**



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

**Bonne Ecole Elementary 2019-2020**

**1. COMPREHENSIVE NEEDS ASSESSMENT**

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

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
The highest percentage of Benchmark on Dibels was Kindergarten this past year. (Spring 2018 = 60% Benchmark students; Winter 2019 = 76% Benchmark students.)	The highest percentage of At Risk students on Dibels was 1st grade. (Spring 2018 = 33%; Winter 2019 = 19%).
The Progress Index was the highest index score with an upward trend for the past two years. (2018=95.5 points; 2019 97.4 points).	The Assessment Index fluctuates from 2016-2019. Our 2019 Assessment Index is 71.6 points. (2016 = 79.8 points; 2017 = 72.1 points; 2018 = 76.3 points; 2019 = 71.6 points)
4th, 5th, and 6th grade ELA Index has steadily remained at 74 points or above for the past three years. (2017 = 4th = 92.1 points; 5th = 74.2 points; 6th = 79.9 points) (2018 = 4th = 86.6 points; 5th = 87.4 points; 6th = 77.5 points) (2019 = 4th = 85.4 points; 5th = 81.4 points; 6th 77.8 points).	4th Grade ELA index has steadily declined over the past 3 years with a drop of 6.7 points from 2017-2019. (2017 = 92.1 points; 2018 = 86.6 points; 2019 = 85.4 points).
The 4th grade SPS grade level index for 2019-2019 showed a 1.2 point increase in all subject areas compared to decreases in all other grade levels. (3rd = -16.8; 4th = + 1.2; 5th = -2.5; 6th = - 1.5).	The 3rd grade SPS grade level index showed a 16.8 point decrease in all subject areas in 2019. (3rd = -16.8; 4th = + 1.2; 5th = -2.5; 6th = - 1.5).
In ELA and Math, the subcategory "Students with Disabilities" has seen an upward trend for the past 3 years. (ELA: 2017 = 51.6 points, 2018 = 53.7, 2019 = 55.6 points) (Math: 2017 = 41.4 points, 2018 = 42.9 points, 2019 = 44.0 points).	The 3rd grade Social Studies subcategory score of 41.5 points in 2019 was significantly lower than all Social Studies scores in the past 2 years across all grade levels by 17 points.
The subgroup "2 or more races" for the math and ELA index is higher than the whole school for 2019. (ELA Whole School = 77.7/ 2 or more races = 98.8 points; Math whole school 71.7 points/ 2 or more races is 83.5 points).	For 2019, the subgroup "Students with Disabilities" scored at least 22 points lower than "Whole School" in ELA and Math. ( Whole school ELA 77.7 points/ students with disabilities ELA 55.6 points; Whole School = math 71.1 points/ students with disabilities = 44.0 points).
The Subgroup "Students with Disabilities" has consistently increased in ELA Index and Math Index. (Math: 2017: 41.4 points, 2018: 42.9 points, 2019: 44.0 points) (ELA: 2016: 51.0 points, 2017 51.6 points, 2018: 53.7 points, 2019: 55.6 points)	In 2019, the subgroup "Hispanic" has consistently decreased in ELA and Math Index. (ELA: 2018 = 90.8 points, 2019 = 79.1 points, Math : 2018 = 87.6, 2019: 71.8 points.)
In 2019, the subgroup with the highest SPS score was "2 or more races" at 93.2 points and was an A.	In 2019, the "Black" subgroup overall is 0.8 points from becoming a D. (Black = 60.7 points and D begins at 59.9).

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<p>The Students with Disabilities subgroup has consistently increased in both ELA and Math. (ELA: 2016 = 51.0, 2017 = 51.6 points, 2018 = 53.7 points, 2019 = 55.6 points) (Math: 2017: 41.4 points, 2018: 42.9 points, 2019: 44.0 points)</p>	<p>The Social Studies subgroup for black students for the 2018-2019 school year were the lowest scores for all subgroups. (2018 = 30.4 points, 2019 = 33.7 points)</p>
<p><b>DATA SOURCES:</b> School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HSET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	
<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>• <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i></li> <li>• <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></li> <li>• <i>Must Include at Least 1 Subgroup Goal</i></li> </ul>	
<p>1. K-2 grade students will increase reading achievement by increasing the percentage of students scoring, At or Above Benchmark on DIBELS Next by 10% points from Fall 2019 to Spring 2020 as follows: K- 76% to 86%; 1<sup>st</sup>- 70% to 80%; 2<sup>nd</sup>- 71% to 81%</p>	
<p>2. From Spring 2019 to Spring 2020 the percentage of students achieving Mastery or Above on the LEAP 2025 Math Assessment in grades 3-6 will increase by 5% points. 3- 36% to 41%; 4- 49% to 54%; 5- 43% to 48%; 6- 41% to 46%.</p>	
<p>3. From Spring 2019 to Spring 2020 the students in the subgroup Students with Disabilities will increase their Assessment Index on LEAP 2025 as follows: <b>ELA</b> Increase by at least 7 index points from 55.6 to 62.6 points <b>Math:</b> Increase by at least 7 Index points from a 44 to 51 points</p>	
<p>4.</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><b>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</b></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>• Parents will be involved in the design and review of the SIP plan by attending SIP meetings in October and November when the SIP is written.</li> </ul> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>• The evaluation of the previous year will be shared at the first PTA meeting of the year and parents can give feedback</li> <li>• Parents can give feedback by completing the Title I Parent Survey given in the Spring and the results are used to evaluation the SIP.</li> </ul>	<p><b>Goal(s):</b> 1,2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Copies of the SIP plan</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• PTA Board Meetings-These are monthly while general meetings are held 4 times a year.</li> </ul>	<p><b>Goal(s):</b> 1,2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> Copies of the SIP plan</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p>

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<ul style="list-style-type: none"> <li>SIP Committee Meetings-SIP committee member will present SIP plan and parents will provide feedback before final submission.</li> <li>Parent/Teacher Conferences are held throughout the year</li> <li>Parents attend PBIS committee meetings and give input on PBIS plan</li> </ul>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<b>Effectiveness Results:</b>
<p><b>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>Parent involvement activities</li> <li>JPAMS- Student Progress Center</li> <li>School and Teacher Websites</li> <li>Student Agendas are used in 3<sup>rd</sup>-5<sup>th</sup> grade for students to track assignments and due dates and communicate that information with parents</li> <li>SAT- The team meets to review interventions and educational and behavioral plans for students struggling. SAT meetings occur every Thursday school wide and approximately every 6 weeks for individual children.</li> <li>IEP and 504- The team meets to review evaluations, interventions and educational and behavioral plans for students struggling. These meetings are held once a year and as needed for amendments</li> <li>Parent conferences-Parent and teachers meet to discuss and set goals and plans for students, including implementation of home support; students, administration, and other staff may also be in attendance; these meetings are held as needed to address needs of students when early signs of struggling occur in order to provide appropriate support.</li> </ul>	<b>Goal(s):</b> 1,2, & 3	<b>Budgets</b> 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 type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<b>Items Needed:</b> Student Agendas, Jpams, SAT agenda,	<b>Effectiveness Measure:</b> Parent Survey  <hr/> <b>Effectiveness Results:</b>

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<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, <b>to the extent practicable.</b> <i>(Title VI of the Civil Rights Act of 1964)</i></li> <li>Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator.</li> <li>Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; Enrollment process; Counseling on Eligibility for EL Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc.</li> </ul>	<p><b>Goal(s):</b> 1, 2, and 3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Translator and Written translation of forms.</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.</i></b></p> <p><b><i>In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.</i></b></p>				
<p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li><u>Meet and Greet (August)</u></li> <li>School and Classroom Expectations</li> <li>Important upcoming events are shared</li> <li>Available resources that can be used at home are shared</li> </ul>	<p><b>Goal(s):</b> 1, 2, and 3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> Common School Power Point</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p>

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<b>Effectiveness Results:</b>
<p><b>Parent Family Engagement Activity 2:</b></p> <p><u>Monthly Coffee with the Counselor</u></p> <ul style="list-style-type: none"> <li>• Each month a different focus that include topics such as ADHD, Disabilities, Parenting Skills, etc.</li> <li>• One morning during a school day</li> </ul>	<p><b>Goal(s):</b> 1, 2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <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 type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b> Information sheets</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 3:</b></p> <p><u>Quarterly Family Fridays (Pre-K-6<sup>th</sup> grade)</u></p> <ul style="list-style-type: none"> <li>• Social Skills</li> <li>• Parents participate in morning meetings</li> </ul>	<p><b>Goal(s):</b> 1, 2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <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 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><b>Items Needed:</b> Teacher Morning Meeting lesson</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

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		<input type="checkbox"/> Other		
<p><b>Parent Family Engagement Activity 4:</b></p> <p><u>Kindergarten Roundup</u></p> <ul style="list-style-type: none"> <li>Introduce parents to the expectations of Kindergarten and Standards.</li> </ul>	<p><b>Goal(s):</b> 1, 2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <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 type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b> Common School Power Point, Stations for parents to experience what a day in Kindergarten looks like.</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p>
				<p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 5:</b></p> <p><u>Technology Night PK-6 Grades</u></p> <ul style="list-style-type: none"> <li>Rotate to different stations</li> <li>Stations will provide parents with information about what the grade level is using with their students on a daily bases.</li> </ul>	<p><b>Goal(s):</b> 1, 2 and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <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 type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b> Computers and interactive board.</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p>
				<p><b>Effectiveness Results:</b></p>



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<p><b>Parent Family Engagement Activity 6:</b></p> <p><u>Classroom Showcase</u></p> <ul style="list-style-type: none"> <li>• School Play</li> <li>• Cultural Arts Night</li> <li>• Grade Level Classrooms</li> </ul>	<p><b>Goal(s):</b> 1, 2, and 3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Props and script</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p>
				<p><b>Effectiveness Results:</b></p>

**3. SCHOOLWIDE PLAN STRATEGIES**

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

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

**Core Instruction**

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p><b>Rigorous, Standards-Based Curriculum:</b></p> <p><u>ELA</u></p> <ul style="list-style-type: none"> <li>• The Writing Revolution-3<sup>rd</sup>- 6<sup>th</sup></li> <li>• Guidebooks- 3<sup>rd</sup>-6<sup>th</sup></li> <li>• Ready Gen- K-2<sup>nd</sup></li> <li>• IRLA Foundational Skills Toolkit- K-2<sup>nd</sup></li> <li>• Small Group Instruction (3<sup>rd</sup>-6<sup>th</sup>) – Teachers use weekly common assessment to identify needs and group students</li> <li>• OWL - PK</li> </ul> <p><u>Math</u></p> <ul style="list-style-type: none"> <li>• Zearn Math- K-5<sup>th</sup></li> <li>• Eureka Math- 6<sup>th</sup></li> <li>• Moby Max</li> <li>• OWL - PK</li> </ul>	<p><b>Goal(s):</b> 1, 2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Writing revolution materials, Guide books materials, Ready Gen materials, IRLA materials, and teacher made weekly assessments. Computers, printers, projectors, headphones, and interactive boards</p>	<p><b>Effectiveness Measure:</b> LEAP 2025(3 -6)/DIBELS(K-2), LEAP 2025 Scaled Score Chart</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• DIBELS Next</li> <li>• SLTs</li> <li>• LEAP 2025: 3-6</li> <li>• ReadyGen PBAs: K-2</li> <li>• DRDP: Kindergarten</li> <li>• Exit Tickets</li> </ul>	<p><b>Goal(s):</b> 1, 2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> DIBELS Assessment, District SLT assessments, LEAP 2025, Ready Gen Material, DRDP Assessment, and teacher made exit tickets. Computers, printers, projectors, headphones, and interactive boards</p>	<p><b>Effectiveness Measure:</b> LEAP 2025(3 -6)/DIBELS(K-2), LEAP 2025 Scaled Score Chart</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• Project Read Phonics</li> <li>• Project Read Linguistics</li> <li>• Reflex Math</li> <li>• Achieve 3000</li> </ul>	<p><b>Goal(s):</b> 1, 2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Project Read training, Project Read resources, Reflex Math account, and Achieve 3000 account. Computers, printers, projectors, headphones, and interactive boards</p>	<p><b>Effectiveness Measure:</b> LEAP 2025(3 -6)/DIBELS(K-2), LEAP 2025 Scaled Score Chart, Lexile Scores</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>• The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on</li> </ul>	<p><b>Goal(s):</b> 1, 2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> Project Read training, Project Read resources, Reflex Math account, and Achieve 3000 account</p>	<p><b>Effectiveness Measure:</b> LEAP 2025(3 -6)/DIBELS(K-2), LEAP 2025 Scaled Score Chart, Lexile Scores</p>

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<p>meaning and then engage in the content specific practices in ELA, math, social studies, and science.</p> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>• Paraprofessional pushes into the classrooms to provide support within the regular education setting.</li> </ul>		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
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***Interventions for At-Risk Students***

<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• Interventionist- K-6<sup>th</sup> grade work with teachers and administrators to identify students for interventions</li> <li>• K-2<sup>nd</sup> students are identified for interventions if scoring below benchmark on DIBELS and below grade level on the IRLA assessment</li> <li>• 3<sup>rd</sup> grade students are identified for interventions if scoring below benchmark on DIBELS</li> <li>• 4<sup>th</sup>-6<sup>th</sup> grade students are identified for interventions if scoring below basic on LEAP 2025</li> </ul>	<p><b>Goal(s):</b> 1 and 3</p>	<p><b>Budgets used to support this activity:</b></p> <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 type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b> DIBELS Computers, printers, projectors, headphones, and interactive boards</p>	<p><b>Effectiveness Measure:</b> LEAP 2025(3 -6)/DIBELS(K-2), LEAP 2025 Scaled Score Chart</p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• K-2<sup>nd</sup>- Teacher created interventions using weekly common assessment to identify needs and group students</li> <li>• 3<sup>rd</sup>- 6<sup>th</sup>- IRLA Foundational Skills Toolkit</li> </ul>	<p><b>Goal(s):</b> 1 and 3</p>	<p><b>Budgets used to support this activity:</b></p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p><b>Items Needed:</b> Common grade level exit ticket and IRLA Material</p>	<p><b>Effectiveness Measure:</b> DIBELS(K-2) and IRLA Assessment</p>

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<b>Effectiveness Results:</b>
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>TAT is used to assist the classroom teacher with tier one interventions.</li> <li>SAT is used for students that are in need of additional interventions beyond tier one.</li> </ul>	<p><b>Goal(s):</b> 1, 2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <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 <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b> Interventions</p>	<p><b>Effectiveness Measure:</b> TAT and SAT data collection over a select time frame.</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Interventions Specific to <u>Students with Disabilities:</u></b></p> <ul style="list-style-type: none"> <li>Achieve 3000 4<sup>th</sup> -6<sup>th</sup> grade</li> <li>Project Read 1<sup>st</sup> – 3<sup>rd</sup> grade</li> <li>Reflex Math 1<sup>st</sup> – 6<sup>th</sup> grade</li> </ul>	<p><b>Goal(s):</b> 1, 2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <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 <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><b>Items Needed:</b> Achieve 3000, Project Read, and Reflex Math Computers, printers, projectors, headphones, and interactive boards</p>	<p><b>Effectiveness Measure:</b> LEAP 2025(3 -6)/DIBELS(K-2), LEAP 2025 Scaled Score Chart</p> <hr/> <p><b>Effectiveness Results:</b></p>

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		<input type="checkbox"/> Other		
<b>Interventions Specific to <u>English Learners</u>:</b> <ul style="list-style-type: none"> <li>Achieve 3000 and Fastforward</li> </ul>	<b>Goal(s):</b> 1,2, and 3	<b>Budgets</b> used to support this activity: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> Achieve and Fastforward Computers, printers, projectors, headphones, and interactive boards	<b>Effectiveness Measure:</b> LEAP 2025(3 -6)/DIBELS(K-2), LEAP 2025 Scaled Score Chart  <hr/> <b>Effectiveness Results:</b>
<b><i>Support and Extended Learning</i></b>				
<b>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</b> <ul style="list-style-type: none"> <li>The counselor provides individual and group counselling.</li> <li>Counselor has a monthly rotation to meet with classrooms throughout the school.</li> <li>Counselor keeps logs of when they meet with students.</li> <li>Career awareness for 6<sup>th</sup> grade students.</li> <li>Supports Kids-In-Transition</li> </ul>	<b>Goal(s):</b> 1, 2, and 3	<b>Budgets</b> used to support this activity: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> Data, counseling logs, Jpams, and Suspension	<b>Effectiveness Measure:</b> Outcomes Measures for MHPs, Reports in jPams, and Percent of Suspensions/Expulsions  <hr/> <b>Effectiveness Results:</b>

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<p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21<sup>st</sup> Century, before or after school tutoring, field trips):</b></p> <ul style="list-style-type: none"> <li>• Clubs:</li> <li>• Starletts</li> <li>• E3 Team</li> <li>• SHINE</li> <li>• LEGO Robotics</li> <li>• Beta</li> <li>• Art Club</li> <li>• Library Club</li> </ul>	<p><b>Goal(s):</b> 1, 2, and 3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Teacher Sponsors</p>	<p><b>Effectiveness Measure:</b> LEAP 2025(3 -6)/DIBELS(K-2), LEAP 2025 Scaled Score Chart</p> <hr/> <p><b>Effectiveness Results:</b></p>
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***Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas***

<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>• Due to the transient and often unstable environments that many of our school's students experience, a full-time <b>Mental Health Provider (MHP)</b> will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.</li> </ul>	<p><b>Goal(s):</b> 1, 2, and 3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input checked="" type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Record keeping</p>	<p><b>Effectiveness Measure:</b> Outcomes Measures for MHPs, Reports in jPams, and Percent of Suspensions/Expulsions</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>• The counselor provides individual and group counselling.</li> <li>• Counselor has a monthly rotation to meet with classrooms throughout the school.</li> <li>• Counselor keeps logs of when they meet with students.</li> <li>• Career awareness for 6<sup>th</sup> grade students.</li> <li>• Supports Kids-In-Transition</li> </ul>	<p><b>Goal(s):</b> 1, 2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Record keeping</p>	<p><b>Effectiveness Measure:</b> Outcomes Measures for MHPs, Reports in jPams, and Percent of Suspensions/Expulsions</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Implementation of a schoolwide tiered model to prevent and address problem behavior:</b></p>				
<p><b>Strategies Used to Prevent and Address Problem Behavior:</b> PBIS is a tiered positive behavior support incentive program for students, teachers, and other staff members. Through this program, we aim to teach and reteach school-wide behavioral expectations while reaching the whole student and staff member. We use a variety of teaching methods including classroom and grade-level lessons, multimedia lessons, interactive activities, and individualized restorative counseling. Students and staff are offered an array of monthly and quarterly reinforcements to reward positive behavior.</p>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Outcomes Measures for MHPs, Reports in jPams, and Percent of Suspensions/Expulsions</p> <hr/> <p><b>Effectiveness Results:</b></p>



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<b>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>• Slidell Jr. High visits with our 6<sup>th</sup> grade students</li> </ul>	<p><b>Goal(s):</b> 1, 2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Slidell Jr. High teachers and support staff</p>	<p><b>Effectiveness Measure:</b> Jpams grades</p> <hr/> <p><b>Effectiveness Results:</b></p>

## Professional Development

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

<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>• Monthly PLCs are held on Tuesday and Wednesday</li> <li>• Teachers are grouped by grade level</li> <li>• Teachers analyze the data from enrichment groups to adjust and monitor the grade level goal.</li> </ul>	<p><b>Goal(s):</b> 1, 2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Substitutes</p>	<p><b>Effectiveness Measure:</b> LEAP 2025 Scores/DIBELS</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Instructional Coach:</li> <li>• Plain Talk Conference- one teacher per grade level will attend the Plain Talk Conference (7 Teachers)</li> <li>• Teacher leaders attending the content leader training for ELA and Math.</li> <li>• The content leaders return to the school a present the PD that they have been provided to teachers at the school.</li> </ul>	<p><b>Goal(s):</b> 1, 2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Plain Talk Registration</p>	<p><b>Effectiveness Measure:</b> LEAP 2025 Scores/DIBELS</p> <hr/> <p><b>Effectiveness Results:</b></p>

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

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

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

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

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

**McKinney Vento:**

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

**Food Services:**

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

**Special Education:**

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

**English Learners (EL):**

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

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

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

**Headstart Preschool Programs:**

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

#### 4. Regular Monitoring and SIP Revision

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

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

- SIP goals are monitored on a continuing basis during PLCs grade level meetings, and PD's
- Learning walks and snapshots
- Formal and informal COMPASS evaluations
- Title 1 Visits
- DIBELS
- SLTs
- LEAP 2025
- LEAP 360
- Guidebooks
- Cumulative Writing Tasks
- Grade Level Common Assessments

**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:**

- SIP team meets each quarter to review effectiveness of school programs
- Monthly grade level meetings review school programs
- Learning Walk Committee meets quarterly along with peer observations to collect data. This data will determine effective strategies to assist teachers in Professional Development sessions.

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

- At the beginning of the year, the results are shared with teachers during initial meetings.
- The results are shared with parents/stakeholders during the October parent events
- SIP is shared with all stakeholders at every parent event

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**2019-2020 Committee Members**

<b>2019-2020 Committee Members</b>	
<p><b><u>School Improvement Planning Committee</u></b> Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p> <p><b>Members Include:</b></p> <ul style="list-style-type: none"><li>• <b>Principal:</b> April Owens</li><li>• <b>AP:</b> Kellie Ainsworth</li><li>• <b>Teacher:</b> Gabby Lombard</li><li>• <b>Teacher:</b> Jennifer Bouzigard</li><li>• <b>Parent/Family:</b> Daphne Brown</li><li>• <b>Parent/Family:</b></li><li>• <b>Parent/Family:</b></li></ul>	<p><b><u>Parent/Family Engagement Committee</u></b> Responsible for the Implementation of the PFE Activities in the SIP</p> <p><b>Members Include:</b></p> <ul style="list-style-type: none"><li>• <b>Principal:</b> April Owens</li><li>• <b>Student:</b></li><li>• <b>Teacher:</b> Gabby Lombard</li><li>• <b>Teacher:</b> Jennifer Bouzigard</li><li>• <b>Parent/Family:</b> Daphne Brown</li><li>• <b>Parent/Family:</b></li><li>• <b>Parent/Family:</b></li></ul>

## 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