



Jefferson Davis Parish School System

School Improvement Plan

Jeff Davis Parish Template

Submission Date: *August 1, 2014*

Welsh Elementary School

Learners Today- Leaders Tomorrow

SCHOOL IMPROVEMENT PLAN

Each school operating a schoolwide program must include all ten components in their plan.

Ten Components of a Schoolwide Program	Evidence of Component
1. A comprehensive needs assessment of the entire school based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.	1. Data Analysis template contains five years of percent proficient data including subgroup performance. Additional data includes cohort graduation index, attitudinal data from staff and students, and COMPASS evaluation results.
2. Schoolwide Reform Strategies	2. A <i>strategy</i> for school improvement is a method for achieving the identified objectives. (e.g., using graphic organizers, visual imagery, and summarization). Strategies are detailed within each Focus Area mentation activities. Activities describe the delivery method of the strategy.
3. Instruction by Highly Qualified Teachers	3. Schools examine percent of teachers highly qualified to determine a course of action, if needed. All paraprofessionals in the district are highly qualified.
4. High quality and ongoing professional development for – <ul style="list-style-type: none"> ➤ Teachers ➤ Principals ➤ Paraprofessionals 	4. Professional development is outlined in the PD section of each Focus Area. Date of PD is indicated along with topic. District provides monthly District PLC meetings, monthly principal PD and two day summer institute on July 28/29.
5. Strategies to attract high-quality highly qualified teachers to high-need schools	5. District plan outlines strategies. Page 6
6. Strategies to increase parent involvement	6. Family Involvement is denoted in each Focus Area.
7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.	7. District plan outlines strategies. Page 5

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<p>8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.</p>	<p>8. Teachers are included in the School Leadership Teams and School Improvement Teams, as well as members of PLC teams that provide input on the use of academic assessments. Details are included in the PLC Implementation plan and RTI Plan.</p>
<p>9. Activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards are provided effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.</p>	<p>9. Benchmarks, intervention groups and progress monitoring procedures are described in school's RTI Plan.</p>
<p>10. Coordination and integration of Federal, State, and local services and programs</p>	<p>10. Focus Area- Alignment of Resources detail use and coordination of programs funds.</p>

Data Types	Instrument
Cognitive	Test scores(LEAP, iLEAP, EXPLORE, PLAN, EOC), School letter grades, ACT, Benchmark Assessments, Jeff Davis first and second grade Common Assessments, DIBELS
Behavioral	Classroom Observations, Expulsion/Referrals, Principal Walkthroughs, Lesson Plans, COMPASS
Attitudinal	Instructional Staff Survey, Questionnaires (Administrator, Teacher, Student, Parent)
Contextual	Archival Data (Attendance, Free/Reduced Lunch Percentage, Special Education Percentage)

Jefferson Davis Parish Preschool Transition Plan from Early Childhood Programs to Local Elementary Schools

Jeff Davis Parish schools will ensure continuity in children's learning from early childhood settings (Head Start, private Preschools, home, etc) by-

- coordinating professional development activities of Early Childhood Programs and PreK/Kindergarten teachers in order to align curricula and goals or
- arranging for early childhood and PreK/Kindergarten teachers/parents to visit each other's classrooms or
- having early childhood teachers provide future PreK/Kindergarten teacher with children's portfolios or written record of their learning during preschool, including TELD-3 (Test of Early Language Development-3) data for SRCL schools.
- provide transition materials for both Pre-K and Kindergarten to students transitioning to SRCL schools

In an effort to provide the best transition experience possible Jefferson Davis Parish recognizes and articulates the student benefits of a high quality early childhood experience that include:

- perform better in reading and math throughout the elementary grades, less likely to be held back a grade
- are less likely to require special education or present discipline problems
- are more likely to be enthusiastic about school and have good school attendance.

Jefferson Davis Parish recognizes and promotes characteristics consistent among high quality educational programs that have demonstrated significant positive outcomes on measures of children's academic and social-emotional development in early childhood programs and preschools which are:

- Clear statement of goals and philosophy with purposeful learning activities and play
- Coherent Curriculum
- Instruction that is intentional and frequently direct and explicit with a balance between individual, small group and large group activities
- Classroom environment where children feel well cared for and safe
- Teachers frequently checking children's progress with ongoing assessment inputted to Teaching Strategies GOLD so that instruction may be tailored to the needs of individual children
- Staff that regularly communicate with parents and caregivers about their children's education
- Services that is sufficiently intensive to allow more time for children to benefit from cognitive experiences.

Jefferson Davis Parish recognizes and recommends components of a high quality early childhood education/preschool as provided in ELDS (Early Learning and Development Standards). These include:

- Approaches to learning
- Cognitive development and general knowledge
- Language and literacy development
- Physical well-being and motor development
- Social and emotional development

Reference: Serving Preschool Children under Title I Non-regulatory Guidance: Section B-11

Revised May 2014

Jefferson Davis Teacher Quality Strategies
Recruitment and Retention of Highly Qualified Teachers

Jefferson Davis Parish benefits from a highly stable teaching staff where the vast majority of teachers are certified and highly qualified. In efforts to maintain low teacher turnover and continue to recruit and retain high quality teachers and paraprofessionals, several district level strategies and activities have been employed. These district efforts include:

- Providing a comprehensive Induction Program for beginning teachers and teachers new to the district
- Competitive salaries to reduce teacher turnover and loss to neighboring districts
- Central office staff visitation to universities throughout the state to recruit qualified teachers
- Hosting an annual Job Fair for potential teachers with school administrators and central office personnel at one convenient location
- Participation in regional activities that provide financial assistance and technical expertise to foster successful completion of the Praxis for teachers not yet fully certified
- Providing assistance for certified teachers seeking additional add on certifications
- Assignment of new teachers to exemplary teachers as mentors and providing support and assistance as they progress through the state teacher assessment program
- Access to technical assistance through school administrators, peer teachers, and central office personnel, and a variety of resources through the Educational Media Center
- Providing high quality professional development opportunities for all staff

District teachers received additional compensation for completion of an approved and specified staff development activity in addition to the state mandated professional development days. These two days have been replaced with the opportunity to participate in activities approved by the district. Teachers receive the stipend at the successful completion of the activity. Two full days of professional development are made available through the banking of time in addition to two full days of professional development provided teachers during the school year. Teachers within the parish also had the opportunity to participate in high quality professional development activities through release time to attend conferences and re-delivery to peer teachers, professional learning communities and study groups at the school and district level, technology integration through formal INTECH training and informal mini-technology workshops conducted after school, school improvement efforts, and content and grade specific curriculum concepts and standards.

School Year 2013-14	School Percentage	District Percentage	State Percentage
HQ teachers	100	85.5	79.3
HQ paraprofessionals	100	100	92.9

2013-14 School Improvement Action Plan Evaluation- Review your **goals** and **objectives** from last year's Action Plan to complete the evaluation below.

Goal: <i>Achieve 80% grade level proficiency in all core subjects</i>	2014 Percent Proficient	Percentage of proficiency above or below goal (indicate with + or -)
ELA	82.3	-1.2
Math	85.6	+3.9
Science	87.6	+4.6
Social Studies	84.7	+1.2
Objectives	2014 Percent Proficient	Percentage of proficiency above or below objective (indicate with + or -)
1. To maintain above 80% whole school proficiency in all core subjects.	ELA - 82.3, Math - 85.6, Science - 87.6, SS - 84.7	ELA: -1.2, Math: +3.9, Science: +4.6, SS: +1.2
2. To increase 5 th grade ELA, Math, Science and Social Studies proficiency to 80%	ELA – 79.7, Math – 81.2 Science – 89.9, SS – 84.1	ELA:+1.7, Math: +4.4, Science: +15.5, SS: +4.8
3. To increase whole school proficiency special education sub-group to 50%	ELA – 58.3%, Math – 75.0 Science – 58.3, SS – 66.7	ELA: +20.8, ELA: +43.7, Science: +14.5, Social Studies: +22.9
4.		

Review the three components of your 2013-14 Action Plan and rate each component using the scale below. Describe successes/challenges.

Rating Scale

- 1- Low Implementation (did not complete activities listed)
- 2- Medium Implementation (completed about 50% of activities listed)
- 3- High Implementation (completed 100% of activities listed)

Action Plan Components	Rating	Successes/Challenges
Professional Development	2	Attended all professional development trainings and weekly teaming meetings. Need to work on analyzing and aligning curriculum for coherence in ELA. Work on adding PBIS data to monthly PLC meetings.
Implementation/Curriculum	3	Implemented all activities for implementation.
Parent/Family Involvement and Communication	3	Implemented all parent/family/community engagement activities.

Data Analysis

Step 1: Identify strongest/weakest grade for current year on DIBELS

Compare current year spring percent

- Strength- grade with greatest % benchmark
- Weakness- grade with greatest % at risk (intensive)
- See if fall scores confirm results

	Strengths	Weaknesses
Step 1: Strongest/Weakest Grade Level (DIBELS) for Current Year/Three Year Trends	1 st grade benchmark – 81% 5 th grade benchmark – 79% Kindergarten – 78% benchmark and 3% Intensive	2 nd and 5 th grade – 11% Intensive 3 rd grade – 10% Intensive

Step 2: Grades 1-2 Only-

Identify strongest/weakest grade level/subject area for the Parish End of Year Assessment for grades one and two.

Compare end of year scores for grades one and two

- Strength- grade level/subject area with highest percent correct
- Weakness- grade level/subject are with lowest percent correct
- Note any trends as strengths or weaknesses

	Strengths	Weaknesses
Step 2: Identify strongest/weakest <u>grade level/subject area</u> for End of Year Assessments, grades one and two	1 st grade – Math 96% proficient, in the 90s over a period over 5 years 1 st grade – ELA 88% proficient, highest proficiency in 7 years. 2 nd grade – Math 92.9% proficient, never been in the 90s for math	2 nd grade – ELA 76.1%, highest proficiency in 7 years.

Step 3: Identify strongest/weakest subgroup for current year

- “Using Whole School pages” compare current subgroups in each subject-whole school, mark highest and lowest subgroup in each subject if the number of students in a subgroup equals or exceeds 10.
- Look for subgroups which are repeatedly low/high across whole school subject areas

	Strengths	Weaknesses
Step 3: Identify strongest/weakest <u>subgroup</u> for current year	ELA – 87.0 White Math – 89.6 White Science – 95.0 Two or more races (92.9 White) Social Studies – 95.0 Two or more races (88.3 White)	ELA – 58.3 Students with disabilities Math – 67.6 African American Science – 58.3 Students with disabilities Social Studies – 61.8 African American

Step 4: Identify any grade level strengths/weaknesses

Using the chart below:

- Beside each grade write the current year % proficient for the subgroup named **Grade**; if desired, also write the previous year’s %
- Determine highest and lowest grade for each subject
- Look for grades which are repeatedly high/low across the subject areas

	ELA	Reading	Math	Science	Social Studies
3rd	87.3 / 77.8	3rd	85.9 / 87.5	3rd 85.9 / 84.7	3rd 85.9 / 86.1
4th	85.7 / 89.7	4th	83.1 / 88.2	4th 89.6 / 88.2	4th 85.7 / 83.8
5th	78 / 79.7	5th	76.8 / 81.2	5th 74.4 / 89.9	5th 79.3 / 84.1
6th		6th	6th	6th	6th
7th		7th	7th	7th	7th
8th		8th	8th	8th	8th
HS		HS	HS	HS	HS

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	Strengths	Weaknesses
Step 4: Identify any <u>grade level</u> strengths/weaknesses	3 rd Grade: Math from 85.9 to 87.5, up +1.6 Social Stud. 85.9 to 86.1, up +.2 4 th Grade: ELA from 85.7 to 89.7, up +4.0 Math from 83.1 to 88.2, up +5.1 5 th Grade: ELA from 78 to 79.7, up +1.7 Math from 76.8 to 81.2, up +4.4 Sci. from 74.4 to 82.9, up +15.5 SS from 79.3 to 84.1, up +4.8	3 rd Grade: ELA from 87.3 to 77.8 -9.5 to 77.8 Science 85.9 to 84.7, down -2.3 4 th Grade: Science from 89.6 to 88.2, down -1.4 Social Studies from 85.7 to 83.8, down -1.9

Step 5: Identify any subject area strengths/weaknesses by grade level

- Analyze one grade at a time
- For each subject, highlight Grade % proficient row
- Mark the highest and lowest percentage for each year
- Look for subjects repeatedly high/low
- For high school only- use Table 1- Percent Proficient Trend Data- EoC to look at the differences in percentages of 2014 Excellent- Good and 2013 Excellent-Good. Also compare subject scores to determine subject area strengths and weaknesses

	Strengths	Weaknesses
Step 5: Identify any <u>subject area</u> strengths/weaknesses by <u>grade level</u>	3 rd Grade: Math from 85.9 to 87.5, up +1.6 4 th Grade: ELA from 85.7 to 89.7, up +4.0 5 th Grade: Sci. from 74.4 to 89.9, up +15.5	3 rd Grade: ELA from 87.3 to 77.8 -9.5 to 77.8 4 th Grade: Social Studies from 85.7 to 83.8, down -1.9 5 th Grade: ELA from 78 to 79.7, up +1.7

Step 6: Compare SPS Assessment Indexes for overall grade levels.

	2013	2014	Change from 2013 to 2014
Grades 3-8 overall	3 rd grade: 100.8 4 th grade: 100.4 5 th grade: 84.0	3 rd grade: 95.8 4 th grade: 103.3 5 th grade: 91.4	-5 +2.8 +7.4
High School overall			

	Strengths	Weaknesses
Step 6: Identify any cohort strengths/weaknesses	3 rd , 4 th and 5 th scored over 100 in science 3 rd grade: Math 100.0, Science 101.0 4 th grade: ELA 104.8, Math 106.3, Sc. 105.5 5 th grade: Science 101.1	3 rd , 4 th and 5 th scored below 100 in SS 3 rd grade: ELA 88.2, Social Studies 97.2 4 th grade: SS 92.3 5 th grade: ELA 91.7, Math 86.2, SS 90.6

Step 7

Graduation Data (Grades 8-12 Only) Identify any trends in Graduation data

A. Using table 2 in the data analysis template, look at trends in your cohort graduation rate.

EXPLORE- PLAN- ACT (Grades 8-12 schools)

B. Using tables 2-3 look for strengths and weaknesses in school EXPLORE, PLAN of ACT scores. Note any subjects of concern from data provided. Determine strengths and weaknesses and list in table below.

C. Using table 4-5, look for strengths and weaknesses in EXPLORE scores by ethnicity/subject area, grade level

D. Using Table 6, look for strengths and weaknesses in PLAN scores by ethnicity/subject area.

Step 7	Strengths	Weaknesses
A. Graduation Data		
B. School EXPLORE-PLAN- ACT scores		
C. EXPLORE total group scores by ethnicity, subject area and grade level		
D. PLAN total group scores by ethnicity and subject area		

Step 8- Review the Teacher Professional Development Survey Results from your school and list below the top 3-5 areas of need indicated by your faculty

Teacher Professional Development Survey Areas of Need

1. Rigorous Instruction 46.7% (14)
2. Learning Centers (Prek-5) 30% (9)
3. Effective Questioning and Student Discussions 30% (9)
4. Classroom Management, Discipline, Time Management 26.7% (8)
5. District Writing Process 23.3% (7) and Writing to Common Core Standards 23.3% (7)

Step 9- Review the Compass Observation Data from your school and list below the strengths and weaknesses

	STRENGTHS	WEAKNESSES
Step 8: COMPASS Observation Data	Setting Instructional Outcomes 61% Highly Effective and 24% Proficient (15% Emerging) Using Assessment in Instruction 58% Highly Effective, 27% Proficient (14% Emerging)	Using Questioning and Discussion: (15% Emerging), 68% proficient and 17% Highly Effective

Step 10- Review the 2014 AdvancED <u>Staff Survey</u> and list below the strengths and weaknesses		
	STRENGTHS-List the questions with the 5 highest average scores	WEAKNESSES- List the questions with the 5 lowest average scores
Step 10: Staff Survey	<p>75% Our school has a continuous improvement process based on data, goals, actions and measures of growth.</p> <p>72.41% All teachers in our school participate in collaborative learning communities that meet both formally and informally across grade levels and content areas.</p> <p>70.97% Our school leaders hold all staff members accountable for student learning.</p> <p>70.37% Our school provides protected instructional time.</p> <p>67.74% Our school leaders expect staff members to hold all students to high academic standards.</p>	<p>27.59% In our school, staff members provide peer coaching to teachers.</p> <p>31.03% All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.</p> <p>33.33% Our school provides opportunities for students to participate in activities that interest them.</p> <p>34.48% In our school, all school personnel regularly engage families in their children's learning progress.</p> <p>35.48% Our school's leaders provide opportunities for stakeholders to be involved in the school.</p>

Step 11- Review the 2014 AdvancED <u>Student Survey grades 3-5</u> from your school and list below the strengths and weaknesses		
	STRENGTHS--List the questions with the 5 highest average scores	WEAKNESSES- List the questions with the 5 lowest average scores
Step 11 : Student Survey (grades 3-5)	<p>99.01% In my school my teachers want me to do my best work.</p> <p>97.52% In my school my principal and teachers want every student to learn.</p> <p>97.01% My principal and teachers help me to be ready for the next grade.</p> <p>95.05% My teachers tell me how I should behave and do my work.</p> <p>93.07% My school has computers to help me learn.</p>	<p>48.76% My principal and teachers ask me what I think about school.</p> <p>57.92% My teachers ask my family to come to school activities.</p> <p>57.92% My teachers tell my family how I am doing in school.</p> <p>64.36% In my school I am treated fairly.</p> <p>66.34% In my school students treat adults with respect.</p>

Step 12- Review the <u>2014 Title I Parent Survey</u> from your school and list below the strengths and weaknesses		
	STRENGTHS	WEAKNESSES
Step 12 : Title I Parent Survey	<p>97% School uses various means to communicate student progress.</p> <p>97% School has an active parent organization.</p> <p>96% Parents aware of the School Parent Involvement Plan.</p> <p>96% Parents receive and sign home school compact.</p> <p>96% Parents are aware of the right to know about child's performance.</p>	<p>89% School open to school suggestions and involvement.</p> <p>89% Parents aware they can provide input on SIP and serve on decision making committees.</p> <p>86% Families volunteer time or made donation.</p>

Step 13- Review 2012-13 School Report Card to complete answers to Questions A- E. Use findings to

Step 14: Determine 3-5 major strengths/weaknesses for your school using information from steps 1-13

Look at heading: HOW DID STUDENTS PERFORM?

A. What percent of students scored proficient (K-8 (ADVANCED + MASTERY+ BASIC))	K-8	<u>81</u>	%
What percent of students scored proficient (High School (EXCELLENT + GOOD))	High School	<u> </u>	%

ONLY FOR SCHOOLS WITH GRADE 8

Look at heading: HOW MANY CREDITS DID STUDENTS EARN BY FRESHMEN YEAR?

C. What percent of students earned at least 5 credits by the end of their freshman year? %

Look at heading: DID THIS SCHOOL MAKE PROGRESS WITH STUDENTS WHO CONTINUE TO STRUGGLE ACADEMICALLY?

B. Bonus Points Earned of 10 Letter Grade B

ONLY FOR SCHOOLS WITH GRADES 9-12 (HIGH SCHOOL)

Look at heading: WHAT KIND OF DIPLOMAS AND CREDITS DID STUDENTS EARN?

D. What percent of students earned 120 points? How does this compare with the state percentage?

Look at top of page for answers to questions E, F

E. What percent of students in your school are in Special Education? 11 %

F. What percent of students in your school qualify for Free/Reduced lunch? 64 %

G. What strengths and weaknesses have you identified on your 2012-13 School Report Card?

Strengths- Percentage of Advanced and Mastery are higher than the state average.

Weaknesses- 18% of our students are not proficient. We need to lower that to 10% in order to be an A school.

SCHOOL WIDE STRENGTHS	SCHOOL WIDE WEAKNESSES
1. Science	1.ELA
2. Math	2.Social Studies
3.Special education students exceeded 50% proficiency and were 75% proficient in math.	3. Need to work on analyzing and aligning curriculum for coherence in ELA. Work on adding PBIS data to monthly PLC meetings.
4.1 st grade benchmark – 81% 5 th grade benchmark – 79% Kindergarten – 78% benchmark and 3% Intensive	4.2 nd and 5 th grade – 11% Intensive 3 rd grade – 10% Intensive
5.Math end of year test for 1 st grade 96% proficient, and 2 nd grade 92.9%	5.2 nd grade ELA – 76.1% End of year test
6.White and two races	6.Special Ed and African American
7.3 rd Grade Math from 85.9 to 87.5, 4 th Grade ELA from 85.7 to 89.7, 5 th Grade Science 74.4 to 89.9	7.3 rd Grade ELA from 87.3 to 77.8, 4 th Grade Social Studies from 85.7 to 83.8, 5 th Grade ELA from 78 to 79.7

Action Plan: Goal: Achieve 80% grade level proficiency in all core subjects

<p style="text-align: center;">Focus Area: Assessment and Curriculum</p> <p>Objectives:</p> <p>1. ELA Increase whole school percent proficient in ELA from 82.3 to 83 as measured by 2015 state assessments. (Increase 2nd grade percent proficient in ELA from <u>76.1</u> to <u>78</u> as measured by 2015 Common District Assessment.)</p>	<p style="text-align: center;">Align Funds</p>
<p>Professional Development – describe PD related to Assessment and Curriculum (Common Core, Study Island, Benchmarks, Successmaker, Writing, etc.)</p> <ul style="list-style-type: none"> • June 3,4 Teacher Leader Summit • June 18 Study Island webinar (site administrators) • July 7-25 District Curriculum PD • July 14-18 Eureka and ELA state-hosted professional development- Lafayette • July 21 Teacher Leaders meeting to discuss redelivering Eureka and ELA state-created materials • August 4 (elementary), August 5 (junior high/high school) Study Island student practice training for schools • August 6, 7 School Level (SuccessMaker Training, redeliver Study Island information to faculty) • September 2 – ELA Unit Plans, Eureka Math Fluency, Study Island, Headsprout • October 2, February 18 – follow-up on ELA Unit Plans, Eureka, Study Island, Headsprout and/or PD on CCSS, rigor, student engagement, instructional strategies, etc. • Other Professional Development related to curriculum, assessments, and instruction such as workshops and conferences attended by teachers and administrators and redelivered to PLC teams i.e. LACUE, Staff Development for Educators, etc. <p>Behavioral RTI Plan-All teachers and staff will incorporate SWPBIS guidelines and activities as specified in the SWPBIS Annual Specific Action Plan to improve student behavior through positive reinforcement resulting in increased instructional time for all students from August 2014 to May 2015. Includes Check In/Check Out with Grace Caraway for students with multiple referrals. The SWPBIS team will meet monthly to identify, develop, analyze and evaluate discipline data and share the results with teachers at monthly PLC meetings.</p>	<p style="text-align: center;">Title II PD allocation: \$4,390</p>

Focus Area: Assessment and Curriculum				Align Funds
RTI Plan				WES General Fund \$2,000 Read Live Title I \$88,522 CAI paras and interventionists, \$2,468 Study Island
Subject	Benchmark Instrument- Name and frequency	Intervention Delivery (Ex.: strategic- daily 30 minutes)	Progress monitor tool- frequency	
ELA	DIBELS-fall, winter, spring Study Island benchmark pre & post	Read Live, Study Island	2 weeks Study Island checkpoint in January	
Math	Successmaker Study Island benchmark pre & post	My Math, Manipulatives, Study Island, Successmaker, FASTT Math	Reports as needed Study Island checkpoint in January	
Name of program	Use of program in RTI			
SuccessMaker	Daily for ELA and Math			
Study Island	2-5 times per week for ELA and Math and Science & Social Studies			
Read Live	Daily			
<p>How is CAI lab used as an RTI tool? Students are provided individual intervention with SuccessMaker 7.0, data is maintained by paraprofessionals or teachers in the lab. Classroom teachers instruct students during their lab time using the software as an instructional tool.</p> <p>Tier I – Classroom instruction includes differentiated instruction, engagement strategies such as Kagan, rigorous lesson design, writing processes, literacy/numeracy strategies, small group instruction relating to Common Core Standards.</p> <p>Other Activities: tutoring for ELA and Math during the school day once a week for 30 minutes each</p>				
<p>Parental Involvement Activities Supporting Assessment and Curriculum:</p> <ul style="list-style-type: none"> • Back to School Night • Open House • Computer Assisted Lab Open House • Monthly Parent Newsletter • School website • Math Day and Math Night • Literacy Day and Literacy Night • Music Class Visitation • Title I Parent Center resources: referrals, liaisons, lending library of learning materials, newsletters 				WES Student Support WES General Fund Title I \$3,209.16

Focus Area: School and Teacher Collaboration			Align Funds	
Objectives: 1. All teams will meet weekly and write SMART goals related to ELA. 2. 4 th and 5 th grade math teachers will write SMART goals to include constructed response.				
Professional Development- describe PD related to School and Teacher Collaboration (Engagement, Instructional Strategies, PLC) <ul style="list-style-type: none"> • May 28, 29- Kagan Structures • July WES ELA Leadership PLC Meetings to begin Unit Planning • July 7-25 Content focused PD: ELA, Math, Science, Social Studies, etc. • July 30-31 New Teacher Induction • August 6,7 Mandated training, PBIS, Data, SIP • September 2 ELA Unit Plans, math constructed response, Eureka Math Fluency, Study Island, Headsprout • October 2, February 18 – follow-up on ELA Unit Plans, math constructed response, Eureka, Study Island, Headsprout and/or PD on CCSS, rigor, student engagement, instructional strategies, etc. • Other Professional Development such as workshops and conferences attended by teachers and administrators and redelivered to PLC teams 			Title II PD allocation: \$4,390	
Activities PLC Plan -- Teachers will meet to plan ELA unit plans for the fall and the spring in grades K-5, math will purposefully integrate constructed response items			Title I \$2,500 PLC subs & stipends	
Frequency- Minimum twice monthly	Meeting Format- before, after, job-embedded	Team Types- Grade, Content, Special, Whole faculty, K-2	Leadership Team Meetings- Minimum monthly	
Weekly, September 2014-April 2015.	After school on Wednesdays	Grade Content with WAR once/month (4 th Wednesday) Whole faculty PK-2/3-5	4 times per year	
			Reps for Monthly District PLC	
			Carolyn Hayes Arlene Heinen Amy Treme, Teacher Leader Connie Hebert, Teacher Leader	

<i>Focus Area: School and Teacher Collaboration</i>	Align Funds
<p><u>PLC Plan Continued:</u> Format of Teacher-Led Meetings Review norms Brief review of prior meeting's notes to recall work done and current purpose Preview agenda Collaborate on task Determine agenda and roles for next meeting</p> <p>Types of work to be done Create norms, determine long and short-term SMART goals, ELA unit planning, math constructed response, select/create common assessments, analyze data, monitor RTI process</p> <p>School Contact for support and monitoring Angie Bech and Margaret Guillory</p> <p>Other Activities:</p> <p><u>Parental Involvement Activities Supporting School and Teacher Collaboration:</u></p> <ul style="list-style-type: none"> • Parent Volunteers • Leadership/School Improvement teams • Parent/teacher organizations (PTO) 	

Leadership Team Members: Amy Treme, Connie Hebert, Arlene Heinen, Carolyn Hayes

School Improvement Team: Arlene Heinen, Carolyn Hayes, Margaret Bebee, Alicia Hayes, Shanna Gillett, Kyle Todd, Margaret Guillory, Angie Bech, Amy Treme, Connie Hebert, Regan Troutman, JoLynn Pousson, Mikki Marquart, Brandy McCown, Rhonda Migl, Lana Ardoin, Misty Stantz, and Hailee Turnley.

<p style="text-align: center;">Focus Area: College and Career Ready</p> <p>Objectives: 1. Offer opportunities for students to explore careers.</p>	<p style="text-align: center;">Align Funds</p>
<p>Professional Development- describe PD related to College and Career Ready (Pre-K, Vocational, Career-Tech)</p> <ul style="list-style-type: none"> • May 30- Pre-K Class training and follow-up PreK training in fall • July 7-25 • August 6, 7 • September 2 • October 2 • February 18 • Other Professional Development related to college and careers 	<p>Title I Title II</p>
<p>Activities: PreK- Monthly parent activities</p> <p>Career Planning- Counselor lessons</p> <p>Other Activities: Career Day (Ms. Caraway and Mr. Reed) Parents/community members sharing areas of expertise <i>i.e. science demonstrations, Life Skills (Kyle Todd)</i></p>	
<p>Parental Involvement Activities supporting College and Career Ready:</p> <ul style="list-style-type: none"> • 5th grade student conferences on career planning—CTE supervisor and counselors will develop a matrix to be used for career counseling 	