SCHOOL-WIDE SCHOOL IMPROVEMENT PLAN

High School

2018

School Name: Park Vista Elementary School

School Principal Name: Joseph Ulysses Joubert

Grade Configuration: Prek – 6th

School Address: 1000 Abdalla Blvd

City, State, and Zip: Opelousas, LA 70570

2019

Vision & Mission

Vision Statement: The St. Landry Parish School Board will promote excellence in education for all citizens.

Mission Statement: The mission of the St. Landry Parish School Board is to ensure high quality instruction while working collaboratively with families and communities to maximize every student's potential.

School's Vision and Mission Statement:

School Vision Statement:

> **The Park Vista Elementary community will equip students with the necessary academic and life skills in order to prepare them for each step of their learning process.**

School Mission Statement:

> **Park Vista Elementary: A School of Learning for all Students.**

CONTACT INFORMATION

School-wide School Improvement Chairperson: __Rachael Dupre-Shaheen__

School-wide School Improvement Committee Members

(Representatives should include Administrators, Parents *(cannot be employees of the school)*, Community Members, Teachers, Students, School Staff, etc.)
It is highly recommended that more than one parent is part of the committee in order to ensure at least one is in attendance at each meeting.

Name	Position
Rachael Dupre-Shaheen	Teacher
Michael Veazie	Teacher
Amy Nelson	Teacher
Meghan St. Cyr	Teacher
Kathy Chachere	Teacher
Shonia Bates	Teacher
Amy Grossie	Teacher
Morgan Matte	Teacher
Linda Lewis	Paraprofessional
Dwana Prudhomme	Paraprofessional
Rhonda Trahan	Counselor
Alice Truce	Teacher
Ulysse Joubert	Prinicpal
Rachel Melancon	Asst Prinicpal

Stephanie Senegal	Asst Prinicpal
Meagan Louviere	Parent
Amanda Herpin	Parent
Molly Thibodeaux	Parent
Nadia Jabbar	Parent
Sarah Meche	Parent

School Profile

Check where applicable:

☐ School is in School Improvement

☐ Academically Unacceptable Schools – Year 1

☐ Academically Unacceptable Schools – Year 2

☐ Academically Unacceptable Schools – Year 3

☐ Academically Unacceptable Schools – Year 4

☐ School-wide Title I School

☐ Non-Title I School

School Partnerships (Type the name of each partner in the space provided)	
University	**University of Louisiana at Lafayette; Louisiana College**
Technical Institute	
Feeder School(s)	
Community	**Boys and Girls Club, Our Saviors Church, State Supreme Court Judge Jimmy Genovese**
Business/Industry	**Super 1 Food of Opelousas, Splash, Brent's Automotive**
Private Grants	
Other	**Care For You Counseling Services**

REQUIRED COMPONENTS OF SCHOOL-WIDE SCHOOL IMPROVEMENT PLAN

A school-wide school improvement plan is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. The primary goal of a robust school-wide program is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards. In order to write an effective school-wide plan, there are ten (10) mandatory components which must be included.

COMPONENT	RATIONALE FOR COMPONENT
COMPONENT 1: Comprehensive Needs Assessment	The needs assessment is critical to developing a schoolwide program. The needs assessment reveals the priority areas in which the program will focus. The needs assessment guides the development of the comprehensive schoolwide plan, suggests benchmarks for its evaluation, and as such, is closely linked to all aspects of schoolwide program implementation. The comprehensive needs assessment is based on academic information about all students in the school, including at risk students; students from diverse racial and ethnic groups; students with disabilities; English Language Learners (ELs) and migrant students.

COMPONENT 2: Strategies for Improvement	Schoolwide strategies are essential to the schoolwide planning process. Using the information from the comprehensive needs assessment, the schoolwide plan must describe the strategies the school will implement to address its needs, including a description of how the strategies will: 1. provide opportunities for all children including each subgroup of students, to meet state standards, 2. use effective methods and instructional strategies that strengthen the academic program, 3. increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to a provide a well-rounded education, and 4. include strategies to address the needs of all children in the school, but particularly the needs of children at risk of not meeting the state standards.
COMPONENT 3: Student Support Services	ESSA considers the integration of direct and support services as a means of helping at risk students meet state standards. Similarly, but more student specific in nature, services and supports are readily provided under the Individuals with Disabilities Education Act (IDEA) as part of receiving a free appropriate public education. Under new ESSA requirements, counseling services, mental health programs, specialized instructional support services, and mentoring services should be considered and made available to students if the needs is present in the comprehensive needs assessment results.
COMPONENT 4: Student Opportunities	The evaluation of postsecondary education and the workforce is noted as a consideration when developing activities for improvement in the schoolwide plan. Preparation for and awareness of opportunities for postsecondary education credit while still in high school (such as advanced placement, industry based, dual or concurrent enrollment, or early college high schools), are all worthy of consideration when addressing the needs of a[l. students, particularly at risk students.
COMPONENT 5: Tiered Intervention	Implementation of a schoolwide tiered model to prevent and address behavior issues is supported in ESSA as a means of helping students achieve academic success. In addition, early intervening services, coordinated with similar activities and services under IDEA, are supported as well. Tiered behavior intervention and early intervening services are proactive ways of having procedures in place to address these topics at the school level. It may be wise to coordinate Title I behavior and early intervening services with already existing programs such as those in existence under IDEA.
COMPONENT 6: Professional Development	Under ESSA, professional development activities must minimally be designed to improve instruction, provide opportunities for teachers to utilize assessment data to drive decision making, and focus on the retention and recruitment of effective teachers in high-need subject areas. Professional development activities should continue to be high-quality, sustainable, replicable, and included opportunities for job-embedded replication at the school level.
COMPONENT 7: Early Childhood Transition	Early childhood transition plans assist preschool children in the transition from early childhood programs, such as Head Start, daycare centers, or a state-run preschool program, to local elementary school programs. Plans for early childhood transition should be seamless, and without interruption. Sensitivity to cultural diversity in strategies, activities, and assessment tools should be included in the early childhood transition strategies. Also, plans for the evaluation of effective implementation should be in place.
COMPONENT 8: Strategies to Increase Parental Involvement	Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. It is important that school-wide plans contain strategies to involve parents, especially in helping their children do well in school. Parents must be involved in the planning, implementation, and evaluation of the school-wide plan. The school should identify strategies which facilitate relationship building between parents and teachers. Also, the school should ensure communications are available in formats that are parent-friendly.

Component 2: Strategies for Improvement:
1) Assessments will be rigorous and comprehensive in nature and should be formatted similar to state tests.
2) RTI/Cast time should be used to develop those students and areas that are lacking. Computer lab time should be used to provide learning opportunity through educational sites that allow student growth monitoring.
3) Professional learning communities will work closely together in order to provide a similar learning environment.

Component 3: Student Support Services:

Care for You Counseling services, Part-time School counselor, Part-time Nurse.

Component 4: Student Opportunities

NA

Component 5: Tiered Intervention/PBIS Goals
PBIS Goals

1) To reduce and eliminate disruptive behaviors

2) Maintain a safe and positive learning environment

3) Build positive teacher and student relationships with effective communication and feedback.

Students with excessive behavioral problems, are referred to guidance counselor to try to uncover deeper issues. The hope is that they can be shown more effective, positive ways of dealing with their emotions. We are also establishing after school and Saturday detention as an alternative to suspension. The goal is to discourage students from committing in hopes of getting sent home for suspension. This option is far less favorable to disruptive students as they would be given additional school time instead of less.

Component 8: Parent Involvement: Explain the school's plan/strategy to increase Parent and Family Engagement. Remember to indicate how Parent and Family Engagement funds are being utilized.

We work hard to keep our parents involved in our school's activities. We have a schoolwide Remind app which is used to text parents important information and events planned. Many teachers also use a class Remind or Dojo app to communicate regularly with parents regarding school, class, and student activities.
We order the Communication Folders to help our kids stay organized and to keep parents involved ($600).
We order books for the students to encourage the parents to read with their children ($2071.10).
We have Meet and Greet, Orientation, and Open House as well as other activities where the parents are encouraged to attend and be involved with the teacher and what their children are doing in school.
We have parents on our school improvement committee and PTO committee in order to help improve our school for our students.

We also pay for AR subscription with Parent Engagement Funds. This allows parents to see how students are doing with their reading comprehension ($4911.80).
Parent-Student-Teacher compacts were also sent home and signed. This helps students, parents, and teachers to be on the same page and better understand what is expected from everyone. Parent letters, DIEBELS forms, Learning Center Reports, etc are sent to help parents understand their child's progress. This includes ink/toner for printers ($400.00).

SCHOOL ASSURANCE

- ☐ I hereby certify that this plan was developed in collaboration with the School Improvement Team.
- ☐ I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.
- ☐ I assure that the school-level personnel, including subgroup 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:
  - A statement of the school's mission
  - Evidence of the use of a comprehensive needs assessment, which should include the following data analysis information:
    - Data Triangulation tables
    - Data Comprehensive Needs Assessment Summary Report
  - Goals and measurable objectives
  - Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
  - Professional Development components aligned with assessed needs and strategies to attract and keep high quality teachers
  - Plans for transitioning pre-school children to local elementary school programs
  - Family and community involvement activities aligned with assessed needs
  - Evaluation strategies that include methods to measure progress of implementation
  - Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
  - An 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.

_____
Principal's Signature

_____
Chairperson, School Improvement Team

FACULTY ASSURANCE

Total Number of Instructional Faculty Members in the School: __83____

The following instructional faculty members have reviewed the School-wide School Improvement Plan and understand their part in implementing it.
(Please note that the original hard copy of the completed Faculty Assurance must be submitted.)

NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
Karen Aucoin	**Pre-K Teacher**		
Lacie Boudreaux	**Pre-K/Sp. Ed. Teacher**		
BreAnna Prudhomme	**Pre-K Teacher**		
Lacie Zerangue	**Pre-K Teacher**		
Laura Baron	**Kn Teacher**		
Regina Fonte	**Kn Teacher**		
Kaitlin Franchebois	**Kn Teacher**		
Julie Link	**Kn Teacher**		
Rachel Moreau	**Kn Teacher**		
Cynthia Mouton	**Kn Teacher**		
Simone Bordelon	**1st Grade Teacher**		

		SIGNATURE (in blue ink)	SIGNATURE DATE
Kim Anderson	**1st Grade Teacher**		
Amy Nelson	**1st Grade Teacher**		
Shea Saucier	**1st Grade Teacher**		
Andre' Cate	**1st Grade Fr Im Teacher**		
Rachael Dupre-Shaheen	**2nd Grade Teacher**		
Sara Melancon	**2nd Grade Teacher**		
Meghan St. Cyr	**2nd Grade Teacher**		
Nicole Dimonde	**2nd Grade Teacher**		
Morgan Matte	**2nd Grade Teacher**		
Davilynn Comb	**3rd Grade Teacher**		
Oueadraogo Ousmane	**3rd Grade Fr Im Teacher**		
Christine Speyrer	**3rd Grade Teacher**		
Alice True	**3rd Grade Teacher**		
Constance Coulon	**3rd Grade Teacher**		
Kelly Barstow	**4th Grade Teacher**		
Molly Lafleur	**4th Grade Teacher**		

Amy Grossie	**4ᵗʰ Grade Teacher**		
Linda Morrow	**4ᵗʰ Grade Teacher**		
Sydnie Thibodeaux	**4ᵗʰ Grade Teacher**		
Assoumane Abocar	**5ᵗʰ Grade Fr Im Teacher**		
Kimberly Joubert	**5ᵗʰ Grade Teacher**		
	5ᵗʰ Grade Teacher		
Paula Scott	**5ᵗʰ Grade Teacher**		
Summer Breaux	**6th Grade Teacher**		
Amy Carrier	**6ᵗʰ Grade Teacher**		
Kim Gautreaux	**6ᵗʰ Grade Teacher**		
Agnes Courville	**6ᵗʰ Grade Teacher**		
Patricia Stuart	**6ᵗʰ Grade Teacher**		
Maiga Boubacar	**Fr Im Enrichment**		
Bridgette Johnson	**Sp Ed Teacher**		
Penny Greene	**Sp Ed Teacher**		
Kasie Chelette	**Sp Ed Teacher**		
Airese West	**Sp Ed Teacher**		
Kelly Lamke	**Sp Ed Teacher**		
Tayla Houser	**Phys Ed Teacher**		
Nikki Cooper	**Phys Ed Teacher**		
Jody Hebert	**Adaptive PE Teacher**		

Patricia Mills	**Phys Ed Teacher**		
Kathy Chachere	**Learning Center Teacher**		
Lindsay Vidrine	**Sp Ed Teacher**		
Shonia Bates	**Read 180 Teacher**		
Carole Bertrand	**Comp Lab Facilitator**		
Brook Marks	**Speech**		
Keisha Broussard	**Sp Ed Paraprofessional**		
Tricia Carriere	**Title 1 Paraprofessional**		
Phyllis Chavis	**Sp Ed Paraprofessional**		
Christine Fontenot	**Sp Ed Paraprofessional**		
Paula Fontenot	**Pre-K Paraprofessional**		
Mary Kimble	**Sp Ed Paraprofessional**		
Linda Lewis	**Sp Ed Paraprofessional**		
Cindy Marks	**Sp Ed Paraprofessional**		
Debra Meuillion	**Sp Ed Paraprofessional**		
Kelly Mire	**Sp Ed Paraprofessional**		
Tobi Zerangue	**Title 1 Paraprofessional**		
Tammy Pefferkorn	**Pre-K Paraprofessional**		
Patricia White	**Paraprofessional**		
Dwana Prudhomme	**Title 1 Paraprofessional**		

Martina Richard	**Title 1 Paraprofessional**		
Sharyn Richard	**Pre-K Paraprofessional**		
Peggy Romero	**Sp Ed Paraprofessional**		
Beulah Soileau	**Sp Ed Paraprofessional**		
Amy Spears	**Title 1 Paraprofessional**		
Gillian Stelly	**Sp Ed Paraprofessional**		
Kiara Thomas	**Sp Ed Paraprofessional**		
Rhonda Trahan	**Counselor**		
Lisa Guillory	**Nurse**		
Beverly Greene	**Secretary**		
Meegan Robin	**Secretary**		
Rachel Melancon	**Assistant Principal**		
Michael Veazie	**Assistant Principal**		
Stephanie Senegal	**Assistant Principal**		
Joseph U. Joubert	**Principal**		

Component 1: DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

For Title I Schools: ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SWP.

Part Ia: Rank-order the identified areas of strength (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources. **Please note that additional rows may be added to the charts as needed**:

STRENGTHS	DATA SOURCE/INSTRUMENT
1. 36% of Economically Disadvantaged students met their growth to mastery target. This is 10% higher than the district or state.	Louisiana Department of Education Website
2. 24% of African American students met their growth to track mastery target. This is 10% higher than the district or state.	Louisiana Department of Education Website
3. Chronic absenteeism is far less across all subgroups compared to the district and state.	Louisiana Department of Education Website
4. 53% of 5th grade math students scored 150 points for top VAM 20% scores.	Louisiana Department of Education Website
5. Top Growth % in ELA and Math exceeds district and state scores.	2018 LEAP 2025 Progress Results
6. Continuous increase in Advanced/Mastery scores in ELA in 3-6th Grade.	2018 LEAP 2025 Results

Part IIa: List the contributing factors from the cognitive, attitudinal, perceptual, behavioral, and archival data of the previously identified strengths **Please note that additional rows may be added to the charts as needed**:

CONTRIBUTING FACTORS TO THE STRENGTHS	DATA SOURCE/INSTRUMENT
1. All students are taught with the same rigor and understanding regardless of race, gender, or economic status.	Administrative Observations
2. Students enjoy coming to school and view it as a safe place.	Student Surveys
3. Consistent faculty with little turnover.	Staff Data Sheets
4. Rigorous teaching and assessments.	Administrative Observations
5. Collaboration amongst teachers.	Administrative Observation/Teacher Survey

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

For Title I Schools: ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SWP.

Part Ib: Rank-order the identified areas of weaknesses (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources **Please note that additional rows may be added to the charts as needed**:

WEAKNESSES	DATA SOURCE/INSTRUMENT
1. 4th Grade ELA progress significantly lower than district/state.	Louisiana Department of Education Website
2. Informational/Literary Text in ELA is a very low performing area.	2018 LEAP 2025 Results
3. Percent of students earning mastery/advanced in Math is less that district and state.	2018 LEAP 2025 Progress Results
4. Below Basic average in Science and Social Studies scores.	2018 LEAP 2025 Results

Part IIb: List the contributing factors from the cognitive, attitudinal, /perceptual, behavioral, and archival data of the previously identified weaknesses **Please note that additional rows may be added to the charts as needed**:

CONTRIBUTING FACTORS TO THE WEAKNESSES	DATA SOURCE/INSTRUMENT
1. Inconsistent ELA curriculum.	Teacher Survey
2. Little parental involvement for those students most at risk.	Teacher Survey
3. Lack of working technology available for teachers and students.	Teacher Survey; Administrative Observation
4. Lack of Librarian to introduce and assist students in research etc.	Teacher Survey
5. Lack of PD for teachers when curriculum changes are implemented and ongoing.	Teacher Survey; Administrative Survey

Plan to Accomplish Student Achievement Goals

As you prepare to complete your school's Action Plan steps for each content area, keep the following in mind:

- What multiple measures of assessments will be used that will provide authentic assessment of students' achievement, skills, and competencies?
- What research did you review to support the use of this strategy and action plan?
- What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?
- How has the school integrated its available fiscal resources to support this strategy and action steps?
- How will each activity be monitored to ensure successful implementation of this strategy/action?
- How will we know that the activity has achieved its desired impact on student achievement?
- How will the school involve parents in the content area to increase student achievement?

English Language Arts Action Plan – Activities indicated should address all subgroups

Measurable Objective(s):

 To improve 4th Grade English scores from 40% proficiency (mastery and above) to 43% proficiency by Spring 2019.

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List below the plan of action to accomplish student achievement objectives.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Effectiveness(indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)
		Begin	End	Resource	Source	Amount		
Professional / Staff Development/PLCs: **-**Professional Learning Communities will meet weekly across subjects and grade levels. They will discuss student data and focus on ways to improve student achievement. -District Professional Development	-All Faculty members including paras, teachers, and Administrator	-Sept. 2018	-May 2019	-None	-None	-None	-PLC sheets turned into Admin monthly. -Review by Admin of Professional Learning Committee meetings schedule.	-Attendance of District PDs sign-in sheets/certificates reviewed by Admin. -Documentation from PLC meetings turned into Admin.
Instruction: **-**Teacher's will use Journey's Close Readers informational text which has strategies with questions to answer	**-**All ELA Faculty and paras.	-Sept. 2018	-May 2019	-Journey Close Reader	Journey series	None	-Admin with view lesson plans to assure it is scheduled.	-ELA teachers will use data collected during Cast/RTI to note improvements to the students' success using

| | | | | Informational text articles | | | -Admin will note in observations and pop ins. | informational/literary texts. |

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Effectiveness(indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)
		Begin	End	Resource	Source	Amount		
Instruction: -The teacher will utilize technological resources to enhance student learning for mastery of the standards, including Accelerated Reader to increase fluency.	-All teachers	-Aug. 2018	-May 2019	Working Computers, toner, projectors, smart boards, colored paper, AR program computer mice, headphones	-Title I	$5311.80	-Administrators will conduct walk-throughs to assure technology is being utilized when applicable and working.	-Teachers will analyze student scores in Accelerated Reader to monitor student progress and growth.
Instruction: -Small Group Intervention will be	-Title 1	-Sept	-May	Instructi	Classro	$121,238	-Teachers initial Paras' binders	-Classroom Assessments -Teacher Observations

done for students having difficulty in reading using -Study Island, Exact Path, etc. -Student Assistance will be given to students in the classroom needing additional help, including ELL students, when paraprofessionals are there.	Paraprofessionals and Learning Center Teachers	2018	2018	ons and lesson plans, Study Island, Exact Path.	om Teacher		indicating they are completing requested tasks. Admin will review binders.	- Administrative Walk-Throughs - Title I Monitoring Form.
Instruction:								

Mathematics Action Plan – Activities indicated should address all subgroups

Measureable Objective(s):

To increase the percentage of Mastery/Advanced from 21% to 24% by Spring 2018.

List below the plan of action to accomplish student achievement objectives.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Effectiveness(indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)
		Begin	End	Resource	Source	Amount		
Professional / Staff Development/PLCs: **-**Professional Learning Communities will meet weekly across subjects and grade levels. They will discuss student data and focus on ways to improve student achievement. -District Professional Development	-All Faculty members including paras, teachers, and Administrator	-Sept. 2018	-May 2019	-None	-None	-None	-PLC sheets turned into Admin monthly. -Review by Admin of Professional Learning Committee meetings schedule.	-Attendance of District PDs sign-in sheets/certificates reviewed by Admin. -Documentation from PLC meetings turned into Admin.
Instruction: -Math assessments will be rigorous and comprehensive in nature and should be formatted similar to state tests.	-All Math Teachers	-Aug. 2018	-May 2019	-None	-None	-None	-Administrative Review periodically of test given.	-Teachers will analyze test scores to assure a continual growth of student scores.
Action Steps	**Staff Responsible**	**Timeline for Activity**		**Resources Needed**			**Monitoring Plan**	**Evidence of Effectiveness(indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**
		Begin	End	Resource	Source	Amount		
Instruction: -The teacher will utilize technological resources to enhance student learning	-All teachers	-Aug. 2018	-May 2019	Working Computers,	-Title I	$5311.80	-Administrators will conduct walk-	- Teachers will analyze test scores to assure a continual

for mastery of the standards, including Accelerated Reader to increase fluency.				toner, projectors, smart boards, colored paper, AR program computer mice, headphones			throughs to assure technology is being utilized when applicable and working.	growth of student scores.
Instruction: -Small Group Intervention will be done for students having difficulty in reading using -Study Island, Exact Path, etc. -Student Assistance will be given to students in the classroom needing additional help, including ELL students, when paraprofessionals are there.	-Title 1 Paraprofessionals and Learning Center Teachers	-Sept 2018	-May 2018	Instructions and lesson plans, Study Island, Exact Path.	Classroom Teachers	$121,238	-Teachers initial Paras' binders indicating they are completing requested tasks. Admin will review binders.	-Classroom Assessments -Teacher Observations - Administrative Walk-Throughs - Title I Monitoring Form.
Instruction:								

Science Action Plan – Activities indicated should address all subgroups

Measureable Objective(s):

To increase average Science school score by 10 points by Spring 2019.

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List below the plan of action to accomplish student achievement objectives.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Effectiveness(indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)
		Begin	End	Resource	Source	Amount		
Professional / Staff Development/PLCs: -Professional Learning Communities will meet weekly across subjects and grade levels. They will discuss student data and focus on ways to improve student achievement.	-All Faculty members including paras, teachers, and Administrator	-Sept. 2018	-May 2019	-None	-None	-None	-PLC sheets turned into Admin monthly. -Review by Admin of Professional Learning Committee	-Attendance of District PDs sign-in sheets/certificates reviewed by Admin. -Documentation from PLC meetings turned into Admin.

-District Professional Development							meetings schedule.	
Instruction: -The teacher will utilize technological resources to enhance student learning for mastery of the standards, including Accelerated Reader to increase fluency.	-All teachers	-Aug. 2018	-May 2019	Working Computers, toner, projectors, smart boards, colored paper, AR program computer mice, headphones	-Title I	$5311.80	-Administrators will conduct walk-throughs to assure technology is being utilized when applicable and working.	- Teachers will analyze test scores to assure a continual growth of student scores.
Action Steps	**Staff Responsible**	**Timeline for Activity**		**Resources Needed**			**Monitoring Plan**	**Evidence of Effectiveness(indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**
		Begin	End	Resource	Source	Amount		
Instruction: -Computer time will be used to have students reading science passages and answering questions from sites such as Study Island, Exact Path, Moby Max, etc.	-Science teachers	-Sept 2018	-May 2018	Instructions and lesson plans, Study Island, Exact Path.	Classroom Teachers	None	-Teachers will look at the computer site reports to assure students are making progress.	-Classroom Assessments -Teacher Observations - Administrative Walk-Throughs - Title I Monitoring Form.

Instruction: ==-Science assessments will be rigorous and comprehensive in nature and should be formatted similar to state tests.==	-All Science Teachers	-Aug. 2018	-May 2019	-None	-None	-None	-Administrative Review periodically of test given.	-Teachers will analyze test scores to assure a continual growth of student scores.
Instruction:								

==**Social Studies Action Plan – Activities indicated should address all subgroups**==

==**Measureable Objective(s):**==

==To increase Social Studies average school score from 717 to 727 by Spring 2019.==

List below the plan of action to accomplish student achievement objectives.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Effectiveness(indicate data instrument to be used, what will be measured or assessed, by whom, and
		Begin	End	Resource	Source	Amount		

							frequency)
Professional / Staff Development/PLCs: <mark>-Professional Learning Communities will meet weekly across subjects and grade levels. They will discuss student data and focus on ways to improve student achievement.</mark> <mark>-District Professional Development</mark>	-All Faculty members including paras, teachers, and Administrator	-Sept. 2018	-May 2019	-None	-None	-None	-PLC sheets turned into Admin monthly. -Review by Admin of Professional Learning Committee meetings schedule.	-Attendance of District PDs sign-in sheets/certificates reviewed by Admin. -Documentation from PLC meetings turned into Admin.
Instruction: -The teacher will utilize technological resources to enhance student learning for mastery of the standards, including Accelerated Reader to increase fluency.	-All teachers	-Aug. 2018	-May 2019	Working Computers, toner, projectors, smart boards, colored paper, AR program computer mice, headphones	-Title I	$5311.80	-Administrators will conduct walk-throughs to assure technology is being utilized when applicable and working.	- Teachers will analyze test scores to assure a continual growth of student scores.
Action Steps	**Staff Responsible**	**Timeline for Activity**		**Resources Needed**			**Monitoring Plan**	**Evidence of Effectiveness(indicate data instrument to be used, what will be measured or**
		Begin	**End**	**Resource**	**Source**	**Amount**		

								assessed, by whom, and frequency)
Instruction: <mark>-Computer time will be used to have students reading social studies passages and answering questions from sites such as Study Island, Exact Path, Moby Max, etc.</mark>	-Social Studies teachers	-Sept 2018	-May 2018	Instructions and lesson plans, Study Island, Exact Path.	Classroom Teachers	None	-Teachers will look at the computer site reports to assure students are making progress.	-Classroom Assessments -Teacher Observations - Administrative Walk-Throughs - Title I Monitoring Form.
Instruction: <mark>-Social Studies assessments will be rigorous and comprehensive in nature and should be formatted similar to state tests.</mark>	-All Social Studies Teachers	-Aug. 2018	-May 2019	-None	-None	-None	-Administrative Review periodically of test given.	-Teachers will analyze test scores to assure a continual growth of student scores.
Instruction:								