

The background features a large, faint watermark of the Louisiana Department of Education seal. The seal is circular with an eagle in the center, surrounded by the text "DEPARTMENT OF EDUCATION" and "CONFIDENCE".

# **School Improvement Plan**

## **LITTLE PEARL ELEMENTARY School**

### **St. Tammany Parish School System**

**Little Pearl Elementary  
Pre- K - Kindergarten  
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## DATA COMPREHENSIVE NEEDS ASSESSMENT & DATA TRIANGULATION: SUMMARY REPORT

### Data Triangulation – Strengths & Contributing Factors to Strengths

**Part I:** Strengths should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see “Tools for Success,” SIP Rubric, Pages 74-76.

STRENGTHS	RANK ORDER	DATA SOURCE (250 Characters)
The (W) subgroup has consistently been the highest in both ELA and Math.	1	CRT indexes, NRT indexes, Subgroup analysis.
The (W), (ED),(SWD), subgroups are showing growth in both ELA and Math.	2	CRT indexes, NRT indexes, subgroup analysis
The achievement gap is closing with the (SWD) and (ED) subgroups in both ELA and Math when compared with whole schol and (W) subgroup.	3	CRT indexes, NRT indexes, subgroup analysis
Science is consistently higher when compared to other subjects.	4	CRT indexes, NRT indexes, subgroup analysis
Math is consistently higher than ELA in grade level 3	5	CRT indexes, NRT indexes, subgroup analysis

List the contributing factors from the *archival, attitudinal/perceptual, behavioral, and cognitive data* of the previously identified strengths; see “Tools for Success,” SIP Rubric, Pages 74-76.

<b>Contributing Factor 1</b>		The (W) subgroup has consistently been the highest in both ELA and Math	
<b>Domain/Subdomain</b> (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	(W) subgroup has the highest percent proficient in ELA in 2009-2010-78.2 whole school, 80.2 for 3 <sup>rd</sup> grade	Subgroup Trend Analysis	Cognitive
2.	(W) subgroup has the highest percent proficient in Math in 2009-2010-82.6 whole school, 84.9 for 3 <sup>rd</sup> grade	Subgroup Trend Analysis	Cognitive
3.	Kindergarten students scoring "at benchmark " in Spring 2010 was 20% higher (54%) than the fall 2009 "at benchmark" scores	DIBELS Instructional Recommendations	Archival

<b>Contributing Factor 2</b>		The (W), (ED), (SWD) subgroups are showing growth in both ELA and Math	
<b>Domain/Subdomain</b> (Choose One Only)		--- 510 CIA: Instructional Strategies	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	The (W) subgroup has shown growth over the past 3 years in ELA from 63.4 in 07/08 to 80.209/10 for whole school and in Math 67.1 in 07/08 to 84.9 09/10 for whole school, the (SWD) subgroup has shown growth over the past 3 years in ELA from 26.7 07/08 to 50.1 09/10 for whole school and in Math from 43.0 07/08 to 62.6 , 09/10, the (ED) subgroup has shown growth over the past 3 years in ELA from 54.7 07/08 to 73.3 09/10 for whole school and in Math from 59.6 07/08 to 80.0 09/10 for whole school	Subgroup Trend Analysis	Cognitive
2.	All our subgroups have successfully passed making the Subgroups component AYP in both ELA and Math for multiple years.	School report card- Subgroup component AYP	Cognitive
3.	Parent Involvement in both Literacy and Math nights have increased in attendance	Sign in Sheets and Surveys	Archival

<b>Contributing Factor 3</b>		The achievement gap is closing with the (SWD) and (ED) subgroups in both ELA and Math when compared with whole group and (W) subgroup	
<b>Domain/Subdomain</b> (Choose One Only)		--- 510 CIA: Instructional Strategies	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	The (SWD) subgroup has shown a decrease in the achievement gap in ELA over the past 5 years from 43.9 in 05/06 to 30.1 in 09/10. The (SWD) subgroup has shown a decrease in the achievement gap in Math over the past 5 years from 38.8 in 05/06 to 22.3 in 09/10.	Subgroup Percent Proficiency Trend Data	Cognitive
2.	The (ED) subgroup has shown a decrease in the achievement gap in ELA over the past 4 years from 9.4 in 07/08 to 6.9 in 09/10. The (ED) subgroup has shown a decrease in the achievement gap in Math over the past 5 years from 8.0 in 05/06 to 4.9 in 09/10.	Subgroup Percent Proficiency Trend Data	Cognitive
3.	All our subgroups have successfully passed making the subgroups Component AYP in both ELA and math for multiple years.	School Report Card- Subgroup Component AYP	Cognitive

\*Must list **at least three findings** to justify Strengths

Refer to Louisiana Needs Analysis (LANA) page 56 Table 52 Domain and Sub domain codes

## Data Triangulation – Contributing Factors to Weaknesses

**Part II:** Weaknesses should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see “Tools for Success,” SIP Rubric, Pages 74-76.

WEAKNESSES	RANK ORDER	DATA SOURCE (250 Characters)
ELA has consistently been lower when compared to other subjects in grade levels for all grades and subgroups	1	CRT indexes, NRT indexes, Subgroup Analysis
(SWD) has been the subgroup that has scored the lowest in both ELA and Math over the past 5 years	2	CRT indexes, NRT indexes, Subgroup Analysis
Kindergarten has the most "at risk" students for reading when compared to grades K-3	3	Dibels Data

List the contributing factors from the *archival, attitudinal/perceptual, behavioral, and cognitive data* of the previously identified weaknesses; see “Tools for Success,” SIP Rubric, Pages 74-76.

<b>Contributing Factor 1</b>	ELA has consistently been lower when compared to other subjects in grade levels for all grades and subgroups		
<b>Domain/Subdomain</b> (Choose One Only)	--- 520 CIA: Curriculum Content		
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	ELA has been consistently the lowest index in grade 3 for the past 5 years	CRT index scores	Cognitive
2.	Reading /Language indexes have been consistently lower than Math for 3 <sup>rd</sup> grade for the past 5 years	NRT indexes	Cognitive
3.	ELA has consistently been lower than Math for the whole school for the past 6 years	Subgroup Analysis Trend	Cognitive

<b>Contributing Factor 2</b>		(SWD) has been the subgroup that has scored the lowest in both ELA and Math over the past 5 years	
<b>Domain/Subdomain</b> (Choose One Only)		--- 520 CIA: Curriculum Content	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	SWD have scored the lowest in ELA and Math for the past 5 years ranging from ELA 19.0% proficient in 05/06 to 50.1% proficient in 09/10 Math 32.7% in 05/06 to 62.6% in 09/10 compared to whole school which scored ELA 60.6% in 05/06 to 78.2% in 09/10 Math 67.6% in 05/06 to 82.6% in 09/10	Subgroup Analysis Trend	Cognitive
2.	SWD have had the largest gap in both ELA and Math for the past 6 years - ELA 36.6 gap in 04/05 to a 30.1 in 09/10 and math 40.1 gap in 04/05 to 22.3 gap in 09/10 compared to the whole school with ELA 0.1 gap in 04/05 to 2.0 gap in 09/10 and Math 0.2 gap in 04/05 to 2.3 gap in 09/10	Achievement gap analysis	Cognitive
3.	SWD need more support and help in self-improvement	Counseling Data	Attitudnal

<b>Contributing Factor 3</b>		Kindergarten has the most "at risk" students in Reading	
<b>Domain/Subdomain</b> (Choose One Only)		--- 530 CIA: Assessment Content Structure	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Kindergarten has the most "at risk" students in the spring testing as compared to students in 1 <sup>st</sup> -3 <sup>rd</sup> grades	Dibels	Archival
2.	Kindergarten has 5 % of students entering kindergarten with potential delays in language	Dial 3	Archival
3.	% of students entering Pre -K scored below 30 on the DSC	DSC	Archival

\*Must list **at least three findings** to justify a weakness

Refer to Louisiana Needs Analysis (LANA) page 56 Table 52 Domain and Sub domain codes

**The identified weaknesses will lead to the goals. The contributing factors will lead to the strategies.**

## ACTION PLAN

### GOALS AND OBJECTIVES

<b>GOAL 1</b>		<b>By 2013-2014, all students will reach high standards, attaining proficiency or better in Reading/Language Arts</b>	
<b>Research-Based Strategy 1:</b>		<input checked="" type="checkbox"/> RTI <input type="checkbox"/> JEPD <input type="checkbox"/> DDD <input type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL	
<b>Indicators of Implementation (250 Characters):</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters):</b>	
<b>1.1</b>	Universal Screening and Regular Benchmark Assessment	All students in Kindergarten will be administered Dial 3, and DIBELS benchmark tests to determine reading readiness. Dial 3 will be administered the first week of school and again at the end of the year for students scoring below 25% . DIBELS benchmark test are given beginning, middle, and end of school year. Highly qualified teachers , TRT, Literacy coach and administrator will analyze test results to determine interventions/instruction/and tutoring effectiveness.	
<b>1.2</b>	Progress Monitoring	All students who scored "at risk" based on DIBELS assessment will be progress monitored 5 times throughout the year. These results will be used to determine the effectiveness of interventions/instruction/ and tutoring programs and adjustments made accordingly. Highly qualified teachers,TRT, Literacy coach,and administrator will analyze results during WFSG to dtermine program effectiveness.	
<b>1.3</b>	Tiered Interventions	Interventions will be provided daily and documented in lesson plans of highly qualified teachers; tutors maintain a log of students' attendance and instruction/intervention and computer programs such as Earobics, and Destinations will be used. Progress Monitoring and benchmark scores for DIBELS will be recorded at Oregon University data base. Data reports will be maintained and shared with teachers,tutors and administrator during WFSG , grade level meetings and collaboration meetings between teachers and tutors at least once a month.	

<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)
<b>1.1</b>	To increase ELA CRT Index scores in 3 <sup>rd</sup> grade from 98.4 to 105.6	Students in 3 <sup>rd</sup> grade will improve in the area of read, analyze, and respond to literature
<b>1.2</b>	To increase SWD ELA percent proficiency from 50.1 to 59.6 by 2012	SWD subgroup will improve in the area of reading, vocabulary development, and reading comprehension

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers in Kindergarten will design literacy activities using Debbie Diller Literacy Stations, Project Read, Dr. Mike, Thinking Maps, Write from the Beginning, Earobics, Listen and Learn, We Both Read , Leap Frog etc for students in order to improve literacy skills in ELA. This would include training any teachers in the use of the above mentioned resources, making copies of any of the instructional materials , and the purchase of any additional materials needed.

<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
Students in Kindergarten will be administered DIBELS benchmark & progress monitoring test to determine reading progress. At Risk students will receive 30-60 minutes of tiered interventions through Earobics , Project Read, Destinations, and Tutoring. DIBELS trained teachers will conduct benchmark tests 3 times per year and progress monitor 5 times per year. Substitutes will be provided for teachers testing. Additional copies of materials for testing and instruction will be provided as needed

<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will provide students with real life experiences to enhance learning by attending field trips in house or throughout the community, participation in learning activities which promote achievement, and integrating technology as an instructional tool. Additional cost for implementing the resouces needed to provide these activities such as fees, computer hardware and software, additional materials/supplies, etc will be provided .

<b>ACTIVITY 4</b> (Activities indicated should address all subgroups; 500 Characters)
A Push In teacher will provide individual and small group instruction in the classroom for students in kindergarten. Additional instructional resources and other materials will be provided as needed .

**ACTIVITY 5** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will provide instruction that is developmentally appropriate and will focus on activity-based learning by engaging students in activities requiring application of knowledge in real life situations gearing toward the individual learner, providing a variety of activities that accommodate individual differences. Additional resources and materials will be provided as needed.

**ACTIVITY 6** (Activities indicated should address all subgroups; 500 Characters)

Activities such as Grandparents Day, Rockin Reader, Key Links, Guest Speakers, Literacy Night, Winter Wonderland, Buddies Breakfast , Parent Orientations , Open House, Montly newsletters, Weekly parent communication logs from classroom teachers, teacher web pages, home school Connections, reading connections, etc. provide opportunities for parent /community members to interact with school personnel/ students to learn how they can help improve student achievement.

**ACTIVITY 7** (Activities indicated should address all subgroups; 500 Characters)

Parents will have access to materials that include, but are not limited to videos, books, take home literature, games, and other supplies that are determined to be needed, by the parental involvement committee which includes both parent and faculty representation. These resources are housed in the small office conference room.

**ACTIVITY 8** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will access the Guaranteed Curriculum for instructional resources including lesson plans, assessments, supporting documents, Power Point presentations, internet sites and links. This resource is accessed on a daily basis and impacts instruction. Lessons will include reading, analyzing, and responding to literature, vocabulary development, reading comprehension, and writing competently. Equipment, software, and other instructional resources will be purchased as needed

**ACTIVITY 9** (Activities indicated should address all subgroups; 500 Characters)

Literacy coach, TRT, and other highly qualified teachers will provide model lessons demonstrating technology integration to enhance reading, analyzing, and responding to literature, vocabulary development, reading comprehension, as well as writing competency. Hardware and software for technology integration will be installed, maintained, and updated for all students, and teachers by an IT computer technician ex. including promethean boards , student computers, digital cameras, flip cameras,etc

**ACTIVITY 10** (Activities indicated should address all subgroups; 500 Characters)

In an effort to improve student achievement by improving student behaviors, highly qualified teachers will develop activities to provide direct instruction on expected student behaviors beginning the first day of school, reinforce positive behaviors daily along with reteaching expected behaviors throughout the school year. School wide positive behavior program as well as classroom incentives will be used to recognize students throughout the year.

**ACTIVITY 11** (Activities indicated should address all subgroups; 500 Characters)

Classroom teachers, administrator, and TRT will reinforce good character through daily morning meetings. All classes will have opportunities to perform for other students/ parents school expectations. Some teachers will attend discipline trainings, parish PBS conference, police informational meetings.

**ACTIVITY 12** (Activities indicated should address all subgroups; 500 Characters)

A MHP will be available to aid students who are having issues that affect their learning as well as provide support to their teachers throughout the school year. Programs such as Character Critter, Second Steps, Social stories, etc will be incorporated throughout the year to help build students self esteem/ confidence by providing the tools they need to cope with these issues.

**ACTIVITY 13** (Activities indicated should address all subgroups; 500 Characters)

Articulation groups will examine data / communication trends in developing literacy through the Administrators Retreat, data retreat, Monthly principal meetings, RHT/TRT meetings, WOW design team meetings, and online community blackboard throughout the school year. The finding will be shared with the classroom teachers to enhance instruction. Teachers will discuss these findings during WFSG / develop engaging lessons to implement in their classrooms.

**ACTIVITY 14** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will attend bi-monthly collaboration groups to examine student data, strengths, weaknesses, and trends identified in the SIP, and other school data to design and implement effective instructional strategies, tiered interventions, and engaging lessons to increase student learning. The strategies will be evaluated/adjusted as the data dictates. Follow up support will be provided by literacy coach as well as the other teachers to ensure effective implementation.

**ACTIVITY 15** (Activities indicated should address all subgroups; 500 Characters)

Collaboration between Little Pearl Kindergarten / Riverside 1<sup>st</sup> grade teachers will be planned during the last quarter in order to provide an opportunity for discussions to assist in transitioning the students for the following year. Special Education teachers will meet with transitioning schools through the IEP process. Opportunities for Pre-K teachers /Kindergarten teachers to collaborate and share with parents ideas to help students transition between pre-k and kindergarten will be provided.

**ACTIVITY 16** (Activities indicated should address all subgroups; 500 Characters)

Students from Little Pearl's Kindergarten will tour Riverside's campus through Open House opportunities/or video tour. Little Pearl will also offer tours of Little Pearl's campus for those students transitioning from Head Start or similar programs who will be entering Little Pearl for the first time. Parents will be invited and encouraged to attend campus tours in an effort to aid in the transitioning for the following school year.

**ACTIVITY 17** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will engage students daily in a variety of meaningful literacy activities including but not limited to, Thinking Maps, Write From the Beginning, Project Read, Kagan, WOW, Wiggle Works, and Literature Circles. The results of these activities will be reviewed during WFSG meetings with opportunities for the development of additional games/teacher made materials using the ellison and poster machine. Any additional materials/supplies will be provided as needed.

**ACTIVITY 18** (Activities indicated should address all subgroups; 500 Characters)

A parent and a school representative will attend district meetings to gain additional information on NNPS three times during the school year. These representatives will be members of the Title 1 District PFCI Advisory Council.

**ACTIVITY 19** (Activities indicated should address all subgroups; 500 Characters)

Monthly PBS committee meetings will be held to review and promote the PBS program. The following activities will be implemented: classroom management plans, rewards for positive behavior, mental health provider, behavior lesson plans, school wide rules posted, posted bullying guidelines, reward for attendance, behavior form implementation and tracking, continuation of Second Steps.

**ACTIVITY 20** (Activities indicated should address all subgroups; 500 Characters)

Teachers, and parents of students who have concerns due to speech,language academic and or behaviors will meet through the SAT process to provide RTI to help plan meaningful activities to meet the individual student needs in order to improve student success. Materials/Supplies to meet the students needs will be provided as needed.

<b>GOAL 2</b>		<b>By 2012-2014, all students will reach high standards, attaining proficiency or better in Math.</b>
<b>Research-Based Strategy 2:</b>		<input type="checkbox"/> RTI <input checked="" type="checkbox"/> JEPD <input type="checkbox"/> DDD <input type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL
<b>Indicators of Implementation (250 Characters):</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters):</b>
<b>1.1</b>	Aligns collaborative work with school improvement goals.	Documentation on bi-monthly WFSG logs with attendance, dates, activities during the meeting, work done at the meetings, what work will be done between meetings, questions for administration, as well as planning for next meeting. School administrator will read and comment on each WFSG log and respond on any questions posed by groups. Logs will be kept in a binder with all teachers and administrators having access to them. A member from each group will meet along with school administrator to discuss what each group is working on, needs of students/teachers, and any changes that need to be made to action plans as it pertains to the SIP at least once per marking period.
<b>1.2</b>	School staff participates in a variety of professional development designs aligned with expected improvement outcomes and professional learning that mirrors expected instructional methods.	Teachers will be provided with a list of professional development opportunities at both the district level and school level regarding student engagement, technology integration, researched based instructional strategies, and use of instructional resources. Professional development will be provided throughout each marking period either through the WFSG sessions or school trainings provided by Title 1 literacy coaches, TRT, and other district personnel with knowledge of the professional trainings. The professional development opportunities will be provided based on the survey of the needs of the teachers and implementation of the trainings will be monitored through WFSG sessions, learning walks, and documentation on lesson plans by school administrator at least once every quarter. Feedback on these professional trainings will be discussed at the group meetings held at least once per quarter. Student work that results from implementation of the professional development trainings will be examined during WFSG sessions at least once per quarter and will be used as a basis for maintaining or adjusting the implementation of the training.

1.3	new classroom practices are implemented as a result of follow up support.	Follow up on the implementation of the professional development trainings will be monitored by Title 1 literacy coach, TRT, and school administrator through WFSG logs, lesson plans, and learning walks at least once per quarter. feedback on this will be discussed at the group meetings held at least once per quarter. Student work that results from implementation of the professional development trainings will be examined during WFSG sessions at least once per quarter and will be used for the basis of maintaining or adjusting the implementation of the training.
<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)
1.1	To increase School Math CRT Index scores in 3 <sup>rd</sup> grade from 109.2 to 112.8 by 2012.	Improvement in the area of Patterns , Relations, and Functions in grade 3.
1.2	To increase SWD Math percent proficiency from 62.6 to 69.7 by 2012	SWD subgroup will improve in the area of Number and Number Relations

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will design meaningful math literacy activities and higher order thinking skills using Every Day Math Counts , Thinking Maps, Investigations, Scott Foresman resources, Bag It- Book It, partner games, and Math Tubs manipulatives for students in order to improve Math skills. Included will be training for any teachers in the use of the above mentioned resources, making copies of any of the instructional materials , and the purchase of any additional materials needed

<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will provide students with real life experiences to enhance learning by attending field trips in house or throughout the community, participation in learning activities which promote achievement, and intergrating technology as an instructional tool. Additional cost for implementing the resouces needed to provide these activities such as fees,additional student computers, materials/supplies, etc will be provided

<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will provide instruction that is developmentally appropriate and will focus on activity-based learning by engaging students in activities requiring application of knowledge in real life situations gearing toward the individual learner, providing a variety of activities that accommodate individual differences. Additional resources and materials will be provided as needed

**ACTIVITY 4** (Activities indicated should address all subgroups; 500 Characters)

Activities such as Grandparents Day, Rockin Reader, Bag It Book It, Guest Speakers, Math Night, Native American Day Buddies Breakfast , Parent Orientations , Open House, Montly newsletters, Weekly parent communication logs from classroom teachers, teacher web pages, home school Connections, etc. provide opportunities for parent /community members to interact with school personnel/ students to learn how they can help improve student achievement

**ACTIVITY 5** (Activities indicated should address all subgroups; 500 Characters)

Parents will have access to materials that include, but are not limited to videos, books, take home literature, games, and other supplies that are determined to be needed, by the parental involvement committee which includes both parent and faculty representation. These resources are housed in the small office conference room.

**ACTIVITY 6** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will access the Guaranteed Curriculum for instructional resources including lesson plans, assessments, supporting documents, Power Point presentations, internet sites and links in order to make an impact on instruction. Lessons will include number and number relations, patterns, relations, Functions, and writing competently,. Equipment, software, and other instructional resources will be purchased as needed

**ACTIVITY 7** (Activities indicated should address all subgroups; 500 Characters)

Classroom teachers, administrator, and TRT will reinforce good character through daily morning meetings. All classes will have opportunities to perform for other students/ parents school expectations. Some teachers will attend discipline trainings, parish PBS conference, police informational meetings

**ACTIVITY 8** (Activities indicated should address all subgroups; 500 Characters)

A MHP will be available to aid students who are having issues that affect their learning as well as provide support to their teachers throughout the school year. Programs such as Character Critter, Second Steps, Social stories, etc will be incorporated throughout the year to help build students self esteem/ confidence by providing the tools they need to cope with these issues.

**ACTIVITY 9** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will attend bi-monthly collaboration groups to examine student data, strengths, weaknesses, and trends identified in the SIP, and other school data to design and implement effective instructional strategies, tiered interventions, and engaging lessons to increase student learning. The strategies will be evaluated/adjusted as the data dictates. Follow up support will be provided by literacy coach as well as the other teachers to ensure effective implementation.

**ACTIVITY 10** (Activities indicated should address all subgroups; 500 Characters)

Collaboration between Little Pearl Kindergarten / Riverside 1st grade teachers will be planned during the last quarter in order to provide an opportunity for discussions to assist in transitioning the students for the following year. Special Education teachers will meet with transitioning schools through the IEP process. Opportunities for Pre-K teachers /Kindergarten teachers to collaborate and share with parents ideas to help students transition between pre-k and kindergarten will be provided.

**ACTIVITY 11** (Activities indicated should address all subgroups; 500 Characters)

Students from Little Pearl's Kindergarten will tour Riverside's campus through Open House opportunities/or video tour. Little Pearl will also offer tours of Little Pearl's campus for those students transitioning from Head Start or similar programs who will be entering Little Pearl for the first time. Parents will be invited and encouraged to attend campus tours in an effort to aid in the transitioning for the following school year.

**ACTIVITY 12** (Activities indicated should address all subgroups; 500 Characters)

As staff development needs are identified through surveys, materials, refreshments, and trainings will be provided to teachers, administrators, paras, and other support personnel by administrators, Title1 literacy coach, TRT, or other qualified personnel. All registration, food/lodging allowance, substitutes, and stipends will be paid for those attending the trainings if applicable. Some trainings may include NCTM, State conferences, design team conferences etc.

**ACTIVITY 13** (Activities indicated should address all subgroups; 500 Characters)

Articulation groups will examine data / communication trends in developing literacy through the Administrators Retreat, data retreat, Monthly principal meetings, RHT/TRT meetings, WOW design team meetings, and online community blackboard throughout the school year. The finding will be shared with the classroom teachers to enhance instruction. Teachers will discuss these findings during WFSG / develop engaging lessons to implement in their classrooms.

**ACTIVITY 14** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will attend bi-monthly collaboration groups to examine student data, strengths, weaknesses, and trends identified in the SIP, and other school data to design and implement effective instructional strategies, tiered interventions, and engaging lessons to increase student learning. The strategies will be evaluated/adjusted as the data dictates. Follow up support will be provided by literacy coach as well as the other teachers to ensure effective implementation

**ACTIVITY 15** (Activities indicated should address all subgroups; 500 Characters)

Collaboration between Little Pearl Kindergarten / Riverside 1st grade teachers will be planned during the last quarter in order to provide an opportunity for discussions to assist in transitioning the students for the following year. Special Education teachers will meet with transitioning schools through the IEP process. Opportunities for Pre-K teachers /Kindergarten teachers to collaborate and share with parents ideas to help students transition between pre-k and kindergarten will be provided

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Students from Little Pearl's Kindergarten will tour Riverside's campus through Open House opportunities/or video tour. Little Pearl will also offer tours of Little Pearl's campus for those students transitioning from Head Start or similar programs who will be entering Little Pearl for the first time. Parents will be invited and encouraged to attend campus tours in an effort to aid in the transitioning for the following school year

**ACTIVITY 17** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will engage students daily in a variety of meaningful mathematical activities including but not limited to, Thinking Maps, Write From the Beginning, Bag It Book It math tubs, Kagan, WOW, teacher made folder games, technology integration software, promethean board flip charts, flip camera to video demonstration /or student activities to use in instruction, discovery education videos and lessons. The results of these activities will be reviewed during WFSG meetings

**ACTIVITY 18** (Activities indicated should address all subgroups; 500 Characters)

A parent and a school representative will attend district meetings to gain additional information on NNPS three times during the school year. These representatives will be members of the Title 1 District PFCI Advisory Council

**ACTIVITY 19** (Activities indicated should address all subgroups; 500 Characters)

Monthly PBS committee meetings will be held to review and promote the PBS program. The following activities will be implemented: classroom management plans, rewards for positive behavior, mental health provider, behavior lesson plans, school wide rules posted, posted bullying guidelines, reward for attendance, behavior form implementation and tracking, continuation of Second Steps

**ACTIVITY 20** (Activities indicated should address all subgroups; 500 Characters)

The literacy teacher will attend monthly meetings with the curriculum specialists to collaborate on topics related to curriculum and instruction  
Model lessons related to professional development topics will be presented by the TRT, literacy teacher , highly qualified teachers, and the district math specialist as needed