

The background features a large, faint watermark of the Louisiana Department of Education seal. The seal is circular and contains the text "STATE OF LOUISIANA" at the top, "UNION JUSTICE CONFIDENCE" in the center, and "DEPARTMENT OF EDUCATION" at the bottom. Two stars are positioned on either side of the central text.

School Improvement Plan Riverside Elementary School St. Tammany Parish School System

Riverside Elementary School

First - Fifth Grades

38480 Sullivan Drive

Pearl River, LA 70452

Mary Lou Jordan

(985) 863-3141

MaryLou.Jordan@stpsb.org

December 10, 2010

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, School Report Cards, Learning Walk Data, Counseling Data
The (W), (ED), (SWD) subgroups are showing growth in both ELA and Math	2	CCRT indexes, NRT indexes, Subgroup Analysis, School Report Cards, Learning Walk Data, Counseling Data
The achievement gap is closing with the (SWD) and (ED) subgroups in both ELA and Math when compared with Whole School and (W) subgroup	3	CRT indexes, NRT indexes, Subgroup Analysis, School Report Cards, Learning Walk Data, Counseling Data
Science is consistently higher when compared to other subjects in the grade for all grade levels - 3 rd through 5 th	4	CRT indexes, NRT indexes, Subgroup Analysis, School Report Cards, Learning Walk Data, Counseling Data
Math is consistently higher than ELA for all grade levels 3 rd - 5 th	5	CRT indexes, NRT indexes, Subgroup Analysis, School Report Cards, Learning Walk Data, Counseling Data

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.

Contributing Factor 1	The (W) subgroup has consistently been the highest in both ELA and Math		
Domain/Subdomain (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 - 75.0 for whole school, 80.2 for 3 rd Grade, 73.7 for 4 th Grade, and 71.5 for 5 th Grade	Subgroup Trend Analysis	Cognitive	
2. (W) subgroup has the highest percent proficient scoring Basic and above in ELA 67.7% and Math 76.2%	School Report Card - Subgroup Achievement Levels	Cognitive	
3. Special Education ELA classes showed 62% engagement with 75% transfer of knowledge and Math classes showed 100% engagement and 100% transfer of knowledge	Learning Walk Data	Attitudinal	

4.	Counseling has supported students, teachers, and school climate	Counseling Data	Behavioral
----	---	-----------------	------------

Contributing Factor 2		The (W), (ED), (SWD) subgroups are showing growth in both ELA and Math	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	The (W) subgroup has shown growth over the past 3 years in ELA from 63.4 in to 75.0 for Whole School and in Math from 67.1 to 79.5 for WHole School , the (SWD) subgroup has shown growth over the past 3 years in ELA from 26.7 to 43.9 for whole school and in Math from 43.0 to 52.3, from 31.0 to 50.1 for Whole School, and the The (ED) subbroup has shown growth over the past 3 years in ELA from 54.7 to71.3 for Whole School and in Math from 43.0 to 52.3 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.	Special Education ELA classes showed 62% engagement with 75% transfer of knowledge and Math classes showed 100% engagement and 100% transfer of knowledge	Learning Walk Data	Attitudnal
4.	Counseling has supported students, teachers, and school climate	Counseling Data	Behavioral

Contributing Factor 3		The achievement gap is closing with the (SWD) and (ED) subgroups in both ELA and Math when compared with Whole School and (W) subgroup	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	The (SWD) subgroup has shown a decrease in the achievement gap in ELA over the past 5 years from 43.9 achievement gap in 2005/2006 to 31.1 achievement gap in 2009/2010. The (SWD) subgroup has shown a decrease in the achievement gap in Math over the past 5 years from 38.8 acheivment gap in 2005/2006 to 27.2 achievement gap in 2009/2010	Subgroup Precent Proficiency Trend Data	Cognitive
2.	The (ED) subgroup has shown a decrease in the achievement gap in ELA over the past 5 years from 6.7 achievement gap in 2005/2005 to 3.7 achievement gap in 2009/2010. The (ED) subgroup has shown a decrease in the achievement gap in Math over the past 5 years from 8.0 achievement gap in 2005/2006 to 5.4 achievement gap in 2009/2010	Subgroup Precent 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
4.	Special Education ELA classes showed 62% engagement with 75% transfer of knowledge and Math classes showed 100% engagement and 100% transfer of knowledge	Learning Walk Data	Attitudnal

*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, School Report Cards, Learning Walk Data, Counseling Data,
(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, School Report Cards, Learning Walk Data, Counseling Data
Fifth Grade has typically scored lower than their 3 rd and 4 th grade scores	3	CRT indexes, NRT indexes, Subgroup Analysis, School Report Cards, Learning Walk Data, Counseling Data, and LEAP tracking data
First Grade has the most At-risk students for Reading	4	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.

Contributing Factor 1	ELA has consistently been lower when compared to other subjects in grade levels for all grades and subgroups		
Domain/Subdomain (Choose One Only)	--- 520 CIA: Curriculum Content		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. ELA has been the lowest or nearly lowest index in grades 3 - 5 for the past 5 years	CRT index scores	Cognitive	
2. Reading/Language Indexes have been consistently lower than math for 3 rd and 5 th grades 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	

Contributing Factor 2		(SWD) has been the subgroup that has scored the lowest in both ELA and Math over the past 5 years	
Domain/Subdomain (Choose One Only)		--- 520 CIA: Curriculum Content	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	SWD have scored lowest in ELA and Math for the past 5 years ranging from ELA - 35.5 % proficient in 2004/05 to 43.9% proficient in 2009/10 - Math 35.5 % proficient in 2004/05 to 52.3% proficient in 2009/10 compared to whole school which scored ELA - 72.0% proficient in 2004/05 to 73.7% proficient in 2009/10 - Math 75.4% proficient in 2004/05 to 78.6% proficient in 2009/10.	Subgroup Analysis Trend	Cognitive
2.	SWD have had the largest achievement gap in both ELA and Math for the past 6 years - ELA 36.6 Gap in 2004/05 to a 43.9 Gap in 2009/10 and Math - 40.1 Gap in 2004/05 to a 27.2 Gap in 2009/10 compared to Whole School with - ELA 0.1 Gap in 2004/05 to 1.3 Gap in 2009/10 and Math - 0.2 Gap in 2004/05 to a 0.9 Gap in 2009/10	Achievement Gap Analysis	Cognitive
3.	SWD need more support and help in self-improvement	Counseling Data	Attitudnal

Contributing Factor 3		Fifth Grade has typically scored lower than their 3rd and 4th grade scores	
Domain/Subdomain (Choose One Only)		--- 530 CIA: Assessment Content Structure	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Fifth grade scores have been lower than their 3 rd and 4 th grade scores ranging from 1.6 indexes to 20.2 indexes lower	CRT indexes	Cognitive
2.	More students in Jr. High are scoring below basic in ELA, Math, Science, and Social Studies when compared to their 3 rd grade and 4 th grade scores	LEAP Tracking	Archival
3.	5 th Grade had 75% engagement, 50% transfer of knowledge, 50% release of responsibility, and 75% cooperative learning strategies being used during the Spring 2010 walk through	Walk Through Data	Attitudnal

*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

GOAL 1	By 2013-2014, all students will reach high standards, attaining proficiency or better in reading/language arts.		
Research-Based Strategy 1:		<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	
Indicators of Implementation (250 Characters):		Procedures for Evaluating Indicators of Implementation (250 Characters):	
1.1	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(s) 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.	
1.2	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 after school trainings provided by Title 1 Literacy Coaches, RHT, 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, walkthroughs, and documentation on lesson plans by school administrators at least once every marking period. Feedback on these professional trainings will be discussed at the group meetings held at least once per marking period. Student work that results from implementation of the professional development trainings will be examined during WFSG sessions at least once per marking period 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, RHT, and school administrators through WFSG logs, lesson plans, and walk throughs at least once per marking period. Feedback on this will be discussed at the group meetings held at least once per marking period. Student work that results from implementation of the professional development trainings will be examined during WFSG sessions at least once per marking period and will be used as a basis for maintaining or adjusting the implementation of the training.
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase ELA CRT Index Score from 95.7 to 103.8 by 2012	Students in 3rd & 5th will improve in the area of writing competently & in 3rd-5th will improve in the area of read, analyze, & respond to literature
1.2	To increase SWD ELA percent proficiency from 43.9 to 54.6 by 2012	SWD subgroup will improve in the area of reading, vocabulary development, and reading comprehension

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers in grades 1 through 5 will design activities using Mountain Language, Project Read, Thinking Maps, and Write from the Beginning for student in order to improve literacy skills in both ELA and Math. This would include training any teachers who are identified through questionnaires in the use of the above mentioned resources, making copies of any of the instructional materials needed to implement the resources, and purchase of any additional materials to use to implement the resources.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Students in grades 1 - 3 will be administered DIBELS benchmark & progress monitoring tests to determine reading progress. At Risk students will receive 30 - 60 minutes of tiered interventions through the Earobics Program, Voyager, & Reading Coach Tutoring. DIBELS trained teachers will conduct Benchmark Tests 3 times and Progress Monitoring 5 times throughout the year. Substitutes will be provided for teachers testing. Additional copies of materials for testing & instruction will be provided.

ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)

Students in 4th grade who are deemed At Risk by teachers through test scores, teacher recommendations, and other data sources will receive tiered interventions from a tutor for 30 to 60 additional minutes. They will also received tiered interventions from a highly qualified teacher in their regular classes as well as special education classes if applicable. Students in 3rd and 5th grades who are deemed At Risk by teachers through test scores, teacher recommendations, and other data sources will receive tiered interventions through classroom instruction and after school tutoring for an additional 60 minutes for ELA.. Additional copies, instructional resources, and instructional materials will be provided.

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

Highly qualified teachers will provide students with real life experiences to enhance learning by attending fieldtrips, participation in learning activities which promote achievement, and integrating technology as an instructional tool. Additional costs for implementing the resources needed to provide these activities such as admission costs, transportation, additional copies, materials, etc. will be provided.

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

4th Grade At-Risk students who are identified by classroom teachers through test scores, teacher observations, and other data sources will be given the opportunity to participate in the Extended Learning Opportunity program which offers after school tutoring. Tutoring will be provided by highly qualified teachers and snacks, transportation, and additional instructional materials will be provided.

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

A part-time instructional aide will provide individual and small group instruction for At-Risk students in grades 1-5. Additional copies and instructional resources and other materials will be provided.

ACTIVITY 7 (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 and will be geared towards the individual learner, providing a variety of activities that accommodate individual differences. Additional copies, instructional resources and materials will be provided.

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

As staff development needs are identified through surveys, necessary materials, refreshments, and trainings will be provided to teachers, administrators, paras, and other support personnel by administrators, Title 1 Literacy Coach, RHT, 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 DIBLES, Project Read, Technology Integration, Design Team Training, Literacy Strategies, Work stations, etc. Trainings will either be offered during WFSG sessions, after school , or through the district. Any additional copies, instructional resources and materials will be provided.

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

Activities such as Grandparents Day, Rockin' Reader, Guest Speakers from the community, and Literacy Night and resources such as monthly newsletters, Weekly Parent Communication logs from classroom teachers, teacher web pages, Home School Connection, Reading Connection, etc. provides opportunities for parents and community members to interact with school personnel and students to learn about the literacy skills being taught and how they can help improve student achievement in literacy. Teacher stipends, additional copies, instructional materials, instructional resources, and refreshments will be provided.

ACTIVITY 10 (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, computers with internet access, and other supplies that are determined to be needed by the parental involvement committee which includes both parent and faculty representation. These resources will be housed in the school library.

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

Highly qualified teachers will access the Guaranteed Curriculum which holds instructional resources including lesson plans, assessments, supporting documents, PowerPoint 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 to implement and support instruction using the Guaranteed Curriculum. Any additional instructional resources or materials will be provided.

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

Literacy Coach, RHT, 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 the computer technicians. Any additional resources needed to implement the technology will be provided.

ACTIVITY 13 (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, reinforcement of positive behaviors daily along with re-teaching expected behaviors throughout the school year, & classrooms will have no more than five (5) clearly defined rules, some of which will be student directed. Additional instructional resources & materials will be provided.

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

Administrators will reinforce good character through the daily reading of Principal's Principles. Live broadcast throughout school with students performing Super Bear musical skit of the school expectations. Some teachers will attend Discipline training, parish PBS conference, and state PBS training and will report back to all faculty members through school based professional development opportunities and faculty meetings.

ACTIVITY 15 (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.

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

Articulation groups will examine data & communicate trends in developing literacy through the Administrators Retreat, Data Retreat, Monthly Principals meetings, monthly Assistant Principal's meeting, monthly Resource Helping Teacher's meetings, WOW Design Team meetings, & online community blackboard throughout the school year. The findings will be shared with classroom teachers to enhance classroom instruction & teachers will discuss these findings during WFSG to develop engaging lessons. Any additional instructional resources and materials will be provided.

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

Highly qualified teachers will attend bi-monthly WFSG sessions and 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 and adjusted as the data indicates. Follow up support will be provided by the literacy coach as well as the other teachers to ensure effective implementation. Any additional instructional resources and materials will be provided.

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

Collaboration for Little Pearl's Kindergarten Teachers & Riverside's First grade teachers will be planned during the last marking period in order to provide opportunity for discussions to assist in transitioning the students for the following school year. Collaboration will also be provided for Riverside's 5th grade teachers & Creekside's 6th grade teachers during the last marking period in order to provide opportunity for discussion to assist in transitioning the students for the following school year. Any additional instructional resources and materials will be provided.

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

Students from Little Pearl's Kindergarten class will tour Riverside's campus and students from Riverside's 5th Grade class will tour Creekside's campus in an effort to aid in the transition for the following school year. Parents are encouraged to attend the campus tours. 5th grade students will also complete a tentative schedule for the following school year. Any additional instructional resources and materials will be provided.

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

5th Grade Challenge for all 5th grade students to score the same or better on their 5th grade iLEAP test when compared to their 4th grade LEAP test. Students and parents will sign a contract stating that the students will work hard all year long and strive to do their best on their iLEAP test in order to maintain or exceed their 4th grade scores. Any student who successfully achieves this endeavor will qualify for a Summer Fun Packet that will include free foods, movies, and other activities that they can do over the summer. Any additional instructional resources and materials will be provided.

GOAL 2		By 2013-2014, all students will reach high standards, attaining proficiency or better in mathematics	
Research-Based Strategy 2:		<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	
Indicators of Implementation (250 Characters):		Procedures for Evaluating Indicators of Implementation (250 Characters):	
1.1	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(s) 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.	
1.2	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 after school trainings provided by Title 1 Literacy Coaches, RHT, 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, walkthroughs, and documentation on lesson plans by school administrators at least once every marking period. Feedback on these professional trainings will be discussed at the group meetings held at least once per marking period. Student work that results from implementation of the professional development trainings will be examined during WFSG sessions at least once per marking period 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, RHT, and school administrators through WFSG logs, lesson plans, and walk throughs at least once per marking period. Feedback on this will be discussed at the group meetings held at least once per marking period. Student work that results from implementation of the professional development trainings will be examined during WFSG sessions at least once per marking period and will be used as a basis for maintaining or adjusting the implementation of the training.
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase Math CRT Index Score from 101.2 to 107.5 by 2012	Students in 3rd will improve in the area of Algebra and Geometry & in 4 th -5th will improve in the area of measurement
1.2	To increase SWD Math percent proficiency from 52.3 to 61.4 by 2012	SWD subgroup will improve in the area of Number and Number Relations

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)	
Highly qualified teachers in grades 1 through 5 will design activities using Every Day Counts Calendar Math, Investigations, Scott Foresman resources for student in order to improve math skills. This would include training any teachers who are identified through questionnaires in the use of the above mentioned resources, making copies of any of the instructional materials needed to implement the resources, and purchase of any additional materials to use to implement the resources.	

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)	
Students will be administered Starting Points and Check Points progress monitoring tests to determine math progress. At Risk students will receive 30 - 60 minutes of tiered interventions through the classroom instruction. Check Points will be conducted 4 times throughout the year. Additional copies of materials for testing & instruction will be provided.	

ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)

Students in 4th grade who are deemed At Risk by teachers through test scores, teacher recommendations, and other data sources will receive tiered interventions from a tutor for 30 to 60 additional minutes. They will also receive tiered interventions from a highly qualified teacher in their regular classes as well as special education classes if applicable. Students in 3rd and 5th grades who are deemed At Risk by teachers through test scores, teacher recommendations, and other data sources will receive tiered interventions through classroom instruction and after school tutoring for an additional 60 minutes for Math.. Additional copies, instructional resources, and instructional materials will be provided.

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

Highly qualified teachers will provide students with real life experiences to enhance learning by attending fieldtrips, participation in learning activities which promote achievement, and integrating technology as an instructional tool. Additional costs for implementing the resources needed to provide these activities such as admission costs, transportation, additional copies, materials, etc. will be provided.

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

4th Grade At-Risk students who are identified by classroom teachers through test scores, teacher observations, and other data sources will be given the opportunity to participate in the Extended Learning Opportunity program which offers after school tutoring. Tutoring will be provided by highly qualified teachers and snacks, transportation, and additional instructional materials will be provided.

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

A part-time instructional aide will provide individual and small group instruction for At-Risk students in grades 1-5. Additional copies and instructional resources and other materials will be provided.

ACTIVITY 7 (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 and will be geared towards the individual learner, providing a variety of activities that accommodate individual differences. Students will also use the ASCEND math software to aid in improving math achievement. Additional copies, instructional resources and materials will be provided.

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

As staff development needs are identified through surveys, necessary materials, refreshments, and trainings will be provided to teachers, administrators, paras, and other support personnel by administrators, Title 1 Literacy Coach, RHT, 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 Every Day Counts Calendar Math, Investigations, Technology Integration, Design Team Training, Literacy Strategies, Work stations, etc. Trainings will either be offered during WFSG sessions , after school , or through the district. Any additional copies, structional resources and materials will be provided.

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

Activities such as Grandparents Day, Guest Speakers from the community, and Math Night and resources such as monthly newsletters, Weekly Parent Communication logs from classroom teachers, teacher web pages, Home School Connection, etc. provides opportunities for parents and community members to interact with school personnel and students to learn about the math skills being taught and how they can help improve student achievement in Math. Additional copies, instructional materials, instructional resources, and refreshments will be provided.

ACTIVITY 10 (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, computers with internet access, and other supplies that are determined to be needed by the parental involvement committee which includes both parent and faculty representation. These resources will be housed in the school library.

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

Highly qualified teachers will access the Guaranteed Curriculum which holds instructional resources including lesson plans, assessments, supporting documents, PowerPoint presentations, internet sites and links. This resource is accessed on a daily basis and impacts instruction. Instruction will include lessons in algebra, geometry, measurement, number and number relations. Equipment, software, and other instructional resources will be purchased as needed to implement and support instruction using the Guaranteed Curriculum. Any additional instructional resources or materials will be provided.

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

Literacy Coach, RHT, and other highly qualified teachers will provide model lessons demonstrating technology integration to enhance math skills in number and number sense, algrbra, geometry, and measurement. Hardware and software for technology integration will be installed, maintained, and updated for all students and teachers by the computer technicians. Any additional resources needed to implement the technology will be provided.

ACTIVITY 13 (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, reinforcement of positive behaviors daily along with re-teaching expected behaviors throughout the school year, & classrooms will have no more than five (5) clearly defined rules, some of which will be student directed. Additional instructional resources & materials will be provided.

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

Administrators will reinforce good character through the daily reading of Principal's Principles. Live broadcast throughout school with students performing Super Bear musical skit of the school expectations. Some teachers will attend Discipline training, parish PBS conference, and state PBS training and will report back to all faculty members through school based professional development opportunities and faculty meetings.

ACTIVITY 15 (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.

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

Articulation groups will examine data & communicate trends in developing mathematics through the Administrators Retreat, Data Retreat, Monthly Principals meetings, monthly Assistant Principal's meeting, monthly Resource Helping Teacher's meetings, WOW Design Team meetings, & online community blackboard throughout the school year. The findings will be shared with classroom teachers to enhance classroom instruction & teachers will discuss these findings during WFSG to develop engaging lessons. Any additional instructional resources and materials will be provided.

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

Highly qualified teachers will attend bi-monthly WFSG sessions and 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 and adjusted as the data indicates. Follow up support will be provided by the literacy coach as well as the other teachers to ensure effective implementation. Any additional instructional resources and materials will be provided.

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

Collaboration for Little Pearl's Kindergarten Teachers & Riverside's First grade teachers will be planned during the last marking period in order to provide opportunity for discussions to assist in transitioning the students for the following school year. Collaboration will also be provided for Riverside's 5th grade teachers & Creekside's 6th grade teachers during the last marking period in order to provide opportunity for discussion to assist in transitioning the students for the following school year. Any additional instructional resources and materials will be provided.

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

Students from Little Pearl's Kindergarten class will tour Riverside's campus and students from Riverside's 5th Grade class will tour Creekside's campus in an effort to aid in the transition for the following school year. Parents are encouraged to attend the campus tours. 5th grade students will also complete a tentative schedule for the following school year. Any additional instructional resources and materials needed will be provided.

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

5th Grade Challenge for all 5th grade students to score the same or better on their 5th grade iLEAP test when compared to their 4th grade LEAP test. Students and parents will sign a contract stating that the students will work hard all year long and strive to do their best on their iLEAP test in order to maintain or exceed their 4th grade scores. Any student who successfully achieves this endeavor will qualify for a Summer Fun packet that will include free foods, movies, and other activities that they can do over the summer. Any additional instructional resources and materials will be provided.