



**St. Helena Parish School District**  
**School Improvement Plan**

**Submission Date: August 1, 2019**  
**St. Helena Arts & Technology Academy**

**Grades 3<sup>rd</sup>-6<sup>th</sup>**  
**1798 Highway 1042**  
**Greensburg, LA 70441**  
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# **Vision, Mission, and Beliefs**

**St. Helena Arts & Technology Academy adheres to the district VISION to develop a productive educational system that increases student achievement, develops educator effectiveness, and builds public confidence.**

**The MISSION of St. Helena Arts & Technology Academy is to develop a creative culture of learning that increases student achievement.**

**At St. Helena Arts & Technology Academy, we believe...**

**Every student can learn.**

**Data drives decisions.**

**Data drives decisions.**

**A growth mindset is non-negotiable.**

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**SCHOOL IMPROVEMENT PLAN COMPONENTS**  
*Table of Contents for SIP*

*Each school operating a schoolwide program must include all ten components in their plan. All schoolwide schools in improvement status must include the ten requirements for schools in improvement.*

Ten Components of a Schoolwide Program	Your SIP Pages
<p>1. A <b>comprehensive needs assessment</b> of the entire school based on information which includes the achievement of students in relation to the State academic content standards and the State student academic achievement standards.</p>	<p>17-18</p>
<p>2. <b>Schoolwide Reform Strategies</b>                      A <i>strategy</i> for school improvement is a method for achieving the identified objectives. (e.g., using graphic organizers, visual imagery, and summarization).                       Scientifically Based Research (ESEA; Title IX, Part A) is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.</p>	<p>6-7, 9-20</p>
<p>3. <b>Instruction by Highly Qualified Teachers</b>                      Provide an assurance that the instruction will be provided by highly qualified teachers. In addition, job-embedded professional development will be directed to address the needs of teachers and other staff members in the school to ensure academic achievement problems are identified for improvement.</p>	<p>9-20</p>
<p>4. <b>Effective Professional Development incorporates the following:</b></p> <ul style="list-style-type: none"> <li>• Focuses on the knowledge, skills, and attitudes required of teachers, administrators, and other school employees so all students can learn and perform at high levels</li> <li>• Creates a learning community in which substantive professional development is linked primarily to content knowledge and instructional strategies</li> <li>• Provides opportunities for job-embedded professional development</li> <li>• Provides plans for follow-up and support to ensure teacher/student learning</li> <li>• Focuses on student needs</li> <li>• Prepares educators to demonstrate high expectations for all student learning</li> </ul>	<p>9-20</p>
<p>5. <b>Strategies to attract high-quality highly qualified teachers to high-need schools</b>                      Provide a <b><i>District plan</i></b> or policy Teacher Quality Strategies (plan for attracting high-quality teachers)</p>	<p>11-12</p>
<p>6. <b>Strategies to increase parent involvement</b> (<i>Such as family literacy services</i>)</p>	<p>13, 17, 20</p>
<p>7. <b>Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.</b>                      (<i>Such as Head Start, Even Start, Early Reading First, or a State-run preschool program</i>)                      Serving Preschool Children Under Title I Non-Regulatory Guidance: Section B-11.</p> <ul style="list-style-type: none"> <li>• Professional development</li> <li>• Teacher classroom visits</li> <li>• Children portfolios</li> </ul>	<p>N/A</p>

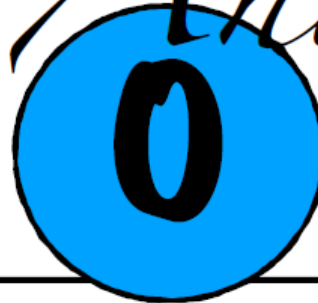
<p><b>8. <u>Measures to include teachers in the decisions regarding the use of academic assessments</u></b> to provide information on, and to improve, the achievement of individual students and the overall instructional program.</p> <ul style="list-style-type: none"> <li>• What processes are in place for administrators to identify teachers' professional development needs related to the content, instructional strategies, and classroom assessment?</li> <li>• The SIP must present the actual people who will see the activities have taken place, not only the trainer, model provider, or a group of people, but those who will be responsible for setting them up and ensuring they are completed.</li> </ul>	<p><b>9-30</b></p>
<p><b>9. <u>Activities to ensure that students who have trouble mastering advanced levels of academic achievement standards are provided effective, timely additional assistance</u></b> which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. <i>(Such as benchmark assessments and other interim assessments)</i></p>	<p><b>9-30</b></p>
<p><b>10. <u>Coordination and integration of Federal, State, and local services and programs</u></b> that benefit students and their growth to mastery.</p>	<p><b>11-12</b></p>

ESTABLISHED VITAL GOALS FOR ST. HELENA PARISH SCHOOL DISTRICT

District Vision Alignment	Vital Goals (VG)	AdvancEd District Accreditation Alignment	Academies Alignment
Increase Student Achievement	<b>VG1. Students will improve their literacy and reading comprehension.</b> <b>Measure:</b> Percentage of students earning mastery on ELA/Reading and Social Studies standardized assessments (K-12)	Standard 2: Learning Capacity	Curriculum, Instruction, Assessment
Increase Student Achievement	<b>VG2. Students will improve their mathematical literacy and comprehension.</b> <b>Measure:</b> Percentage of students earning mastery in Math and Science standardized assessments (K-12)	Standard 2: Learning Capacity	Curriculum, Instruction, Assessment
Develop Educator Effectiveness	<b>VG3. Students will have quality, engaging instruction in all classes.</b> <b>Measure:</b> Observation of instruction and professional development programs at the district and school levels.	Standard 1: Leadership Capacity	Lateral Capacity Building
Increase Student Achievement	<b>VG4. Students will acquire Executive Function skills to improve their levels of proficiency.</b> <b>Measure:</b> Percentage of students earning mastery on all standardized assessments (K-12)	Standard 2: Learning Capacity	Curriculum, Instruction, Assessment
Increase Student Achievement	<b>VG5. Students and teachers will have relevant technology resources.</b> <b>Measure:</b> Student access to technology that is fully integrated into classroom instruction.	Standard 3: Resource Capacity	Leadership
Increase Student Achievement	<b>VG6. Students will be College and Career-ready.</b> <b>Measure:</b> Percentage of students enrolled in dual enrollment courses, ACT/PSAT performance.	Standard 2: Learning Capacity	Student Expectations
Increase Student Achievement	<b>VG7. Students will graduate on time.</b> <b>Measure:</b> Cohort Graduation Rate (Percentage of Students Graduating in Four Years)	Standard 2: Learning Capacity	Outcomes
Build Public Confidence	<b>VG8. The community will become partners in education.</b> <b>Measure:</b> Community/family participation in organized events at the district and school levels.	Standard 1: Leadership Capacity	Outcomes
Build Public Confidence	<b>VG9. A commitment to continuous improvement.</b> <b>Measure:</b> Full implementation of data-driven decision-making, AdvancED Standards, Academy focus, and Arts Integration.	Standard 1: Leadership Capacity	Leadership

**ST. HELENA PARISH SCHOOL DISTRICT**

*Analysis*



**Strengths**

1:1 Technology
Assistant Principals at each school
Cafeteria Managers at each school
SHATA renovations
Free lunch meals
Corporate partnerships
Dedicated employees
Existing grants
Breakfast in the Classroom
Tier 1 Curriculum

**Weaknesses**

Employee salaries
Teacher/student retention
Community support/perceptions
Poverty
Support for growing ELL population
Location
Communication
Funding
Dual Enrollment opportunities
Accountability for all (students, teachers, staff)
Percentage of students scoring at the Mastery level

**Opportunities**

Resources and relationships with government officials
Technology use
Financial incentives for teaching and learning
Human Resources (District and School)
Community educators for Prek-12 interventions
Parental resources
PTO
Grants
"Big School" Visit
Business sponsorships
Reviving of school cultures

**Threats**

Lack of training for substitutes
Inappropriate cell phone use
Loss on investment (teacher turnover)
Inappropriate use of social media
Employees not taking advantage of educational/professional resources
Lack of accountability
Inconsistency in follow-up
Unreasonable and unfair expectations from community
Communication (Unresponsive to attempts)
Lack of alternative communication methods

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## DATA PORTFOLIO

The following items should make up the *Data Portfolio* (**to be kept on file at the school**):

- Subgroup Component Report and Principal's Report Card for the last three years.
- Summary of Findings of Survey Data and all source documents. (Teachers, Parents, Students, and Principal) Surveys may be completed online. If the Parent sample size is inadequate, there must be Parent Focus Group(s).
- Summary of Findings of Interview Data and all source documents. (Principal, Counselor, and Teachers)
- Summary of Findings of Focus Group Data and all source documents. (Teachers, Students, and Parents)
- Copy of the Data Triangulation Form
- Comprehensive Needs Assessment: Final Report
- DRA or DIBELS Reports
- Data Analysis Template (Trend Data history, Discipline/Behavior history, etc.)
- Data Notebook
- Cognitive Summary Data (LEAP, EOC, ACT, WorkKeys, etc.)
- Citation from the monitoring of Federal Programs – if applicable (e.g., Special Education and corresponding Corrective Action Plans)

## DISTRICT ASSURANCE

- ❑ 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 the implementation of this plan, have collaborated in the writing of the plan.
- ❑ I hereby certify that this plan has all 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
    - Attitudinal, Cognitive, Behavioral, and Archival data types are used
  - 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 the 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.

\_\_\_\_\_  
Superintendent's signature

\_\_\_\_\_  
Principal's signature

\_\_\_\_\_  
District Assistance or School Support Team Leader

\_\_\_\_\_  
Chair, School Improvement Team

**FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES**

(Place a check or X in the status area for each program implemented at your school)

Program List: (including during- and after-school programs)	Currently Using	No. of Years	Proposed Program	Deleted Program
Math/Science Partnerships (DOW)	<input checked="" type="checkbox"/>	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>
Summer Learning Gains Camp (United Way)	<input checked="" type="checkbox"/>	<u>4</u>	<input type="checkbox"/>	<input type="checkbox"/>
4-H (LSU/SU) Extensions	<input checked="" type="checkbox"/>	<u>6</u>	<input type="checkbox"/>	<input type="checkbox"/>
DARE (St. Helena Parish Sheriff's Office)	<input checked="" type="checkbox"/>	<u>6</u>	<input type="checkbox"/>	<input type="checkbox"/>
Breakfast In the Classroom	<input checked="" type="checkbox"/>	<u>2</u>	<input type="checkbox"/>	<input type="checkbox"/>
LIGO	<input checked="" type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>
After-School Tutoring Program	<input checked="" type="checkbox"/>	<u>2</u>	<input type="checkbox"/>	<input type="checkbox"/>
Proximity Learning	<input type="checkbox"/>	<u>2</u>	<input type="checkbox"/>	<input type="checkbox"/>

List Supplemental Educational Services provided for your students:

- Extended School Year Program, After School Tutoring, Summer Learning Gains Camp

List the Distance Learning (i.e., web-based, satellite) courses provided for your students:

Proximity Learning, Odysseyware

**SCHOOL POLICIES AND PARTNERSHIPS**

Policy	Policy #/Bulletin #	Date revised	Copy on file at school?	
			Yes	No
Crisis Management (emergency/evacuation plan)	§ 339/741	07/2018	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	07/2018	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	07/2018	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Security Procedures (metal detectors, etc.)	§ 339/741	07/2018	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	07/2018	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Student Code of Conduct	§ 1115/741	09/2018	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Teacher Quality Strategies (plan for attracting high-quality teachers)	§ 1114/Title I	08/2018	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Transition Plan for Pre-School Children	§ 1114/Title I	N/A	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

<b>School Partnerships</b> (Type the name of each partner in the space provided)	
University	Louisiana State University (4-H)
Technical Institute	N/A
Feeder School(s)	St. Helena Early Learning Center
Community	St. Helena Parish Sheriff's Office, St. Helena Council on Aging, First Guaranty Bank, Zeta Phi Beta Sorority, Alpha Kappa Alpha Sorority, DOW, Gospel Temple Church of God in Christ
Business/Industry	Louisiana State University/Southern University Agriculture Center, George Tucker Law Firm
Private Grants	SRCL Grant, USDA Grant, School Redesign Grant, Lowe's Toolbox Grant
Other	PTO

**STRENGTH**

<b>Contributing Factors:</b> Academic proficiency and growth amongst our students with significant disabilities.	
<b>Instrument Used to Collect Data:</b> LEAP 2025 Assessment Data	
Data Type: 1. Assessment 2. Assessment 3. Assessment 4. Assessment	<ol style="list-style-type: none"> <li>1. The passing rates of LEAP Connect students range in the top two tiers of achievement in ELA/Math.</li> <li>2. All students' LEAP Connect performance in math exceeds the state average.</li> <li>3. 4<sup>th</sup> and 5<sup>th</sup>-grade special education students exhibited growth in ELA (75% and 69% respectively).</li> <li>4. 4<sup>th</sup>-grade special education students exhibited a 77% growth in math. 4<sup>th</sup> grade SPED students saw comparable growth in ELA and Math. Additionally, these students exhibit the greatest numerical score growth across the schoolwide SPED population as a whole.</li> </ol>
<b>Contributing Factors:</b> Student performance increased in ELA and Math schoolwide.	
<b>Instrument Used to Collect Data:</b> LEAP 2025 Assessment Data	
Data Type: 1. Assessment 2. Assessment 3. Assessment	<ol style="list-style-type: none"> <li>1. 5<sup>th</sup>-grade students exhibited the highest level of student growth schoolwide. (The scale score of 5<sup>th</sup> grade ELA students grew by 72%. The scale score of 5<sup>th</sup> grade Math students grew by 72%.)</li> <li>2. Students ranked in the highest percentile of passing rates/scale score growth in ELA schoolwide.</li> <li>3. 3<sup>rd</sup>-grade students exhibit the strongest performance in ELA and Math schoolwide.</li> </ol>
<b>Contributing Factors:</b> A reduction in retention and absenteeism among students.	
<b>Instrument Used to Collect Data:</b> JCampus	
Data Type: 1. Demographic 2. Demographic 3. Behavioral	<ol style="list-style-type: none"> <li>1. The percentage of student absenteeism decreased by 2% when compared to the school year prior.</li> <li>2. The retention rate of students decreased by 75%.</li> <li>3. The percentage of students who earned perfect attendance for the school year grew from 16% to 20%.</li> </ol>

\*Must list at least three findings to justify Contributing Factors

**WEAKNESS**

<b>Contributing Factors:</b> More than half of all students in each grade level failed to earn passing rates of mastery or above on standardized assessments.	
<b>Instrument Used to Collect Data:</b> LEAP 2025	
Data Type	
<ol style="list-style-type: none"> <li>1. Assessment</li> <li>2. Assessment</li> <li>3. Assessment</li> <li>4. Assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. ELA students attained passing rates: 3<sup>rd</sup> Grade-16%, 4<sup>th</sup> Grade- 13%, 5<sup>th</sup> Grade- 14%, and 6<sup>th</sup> Grade 7%.</li> <li>2. Math students attained passing rates of 3<sup>rd</sup> Grade- 11%, 4<sup>th</sup> Grade- 2%, 5<sup>th</sup> Grade- 6%, and 6<sup>th</sup> Grade- 3%.</li> <li>3. 3<sup>rd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> grade ELA saw an average scale score regression of 55%.</li> <li>4. 3<sup>rd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> grade Math saw an average scale score regression of 64%.</li> </ol>
<b>Contributing Factors:</b> Teacher vacancies/turnover contributed to low student performance/growth in specific content areas.	
<b>Instrument Used to Collect Data:</b> Teacher Roster Report	
Data Type	
<ol style="list-style-type: none"> <li>1. Demographic</li> <li>2. Demographic</li> <li>3. Demographic</li> <li>4. Demographic</li> </ol>	<ol style="list-style-type: none"> <li>1. 4<sup>th</sup> Grade- 1 ELA/SS vacancy</li> <li>2. 4<sup>th</sup> Grade- 1 Math/Science vacancy</li> <li>3. 6<sup>th</sup> Grade- 1 Math vacancy</li> <li>4. 6<sup>th</sup> Grade- 1 Science/Social Studies vacancy</li> </ol>
<b>Contributing Factors:</b> Student performance in social studies and science was comparably low across all grade levels.	
<b>Instrument Used to Collect Data:</b> LEAP 2025	

<p>Data Type</p> <ol style="list-style-type: none"> <li>1. Assessment</li> <li>2. Assessment</li> <li>3. Assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Social Studies students attained passing rates of: 3<sup>rd</sup> Grade- 5%, 4<sup>th</sup> Grade- 0%, 5<sup>th</sup> Grade- 5%, and 6<sup>th</sup> Grade- 1%.</li> <li>2. Science students attained passing rates of: 3<sup>rd</sup> Grade- 3%, 4<sup>th</sup> Grade- 7%, 5<sup>th</sup> Grade- 6%, and 6<sup>th</sup> Grade- 3%.</li> <li>3. The scale score of student performance in social studies regressed from the school year prior.</li> </ol>
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## DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

**Part I(a):** 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:

STRENGTHS	DATA SOURCE/INSTRUMENT
1. Academic proficiency and growth amongst our students with significant disabilities.	LEAP 2025 Assessment
2. Student performance increased in ELA and Math schoolwide.	LEAP 2025 Assessment
3. A reduction in retention and absenteeism among students.	JCampus Report

**Part II(a):** List the contributing factors from the cognitive, attitudinal/perceptual, behavioral, and archival data of the previously identified strengths:

CONTRIBUTING FACTORS TO THE STRENGTHS	DATA SOURCE/INSTRUMENT
4. The passing rates of LEAP Connect students range in the top two tiers of achievement in ELA/Math.	LEAP 2025 Assessment
5. Students ranked in the highest percentile of passing rates/scale score growth in ELA schoolwide.	LEAP 2025 Assessment
6. The percentage of student absenteeism decreased by 2% when compared to the school year prior.	JCampus Report



**Part I(b):** Rank-order the identified areas of weakness (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources:

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. More than half of all students in each grade level failed to earn passing rates of mastery or above on standardized assessments.	LEAP 2025 Assessment
2. Teacher vacancies/turnover contributed to the low student performance/growth in specific content areas.	School Roster Report
3. Student performance in social studies and science was comparably low across all grade levels.	LEAP 2025 Assessment

**Part II(b).** List the contributing factors from the cognitive, attitudinal/perceptual, behavioral, and archival data of the previously identified weaknesses:

CONTRIBUTING FACTORS TO THE WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. No content area achieved a passing rate of 51% or greater.	LEAP 2025 Assessment
2. 4 out of 15 classrooms experienced prolonged teacher turnover/vacancies.	Teacher Roster Report
3. The passing rate of students failed to exceed 7% in any content area of social studies/science.	LEAP 2025 Assessment

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

**Action Plan - Activities indicated should address all subgroups**

<b>GOAL 1</b>	By 2019-2020, all grade levels will increase their passing rates in ELA and Social Studies standardized assessments by 40%.
<b>Vital Goals (VG)</b> <input checked="" type="checkbox"/> CG1 <input type="checkbox"/> CG2 <input type="checkbox"/> CG3 <input type="checkbox"/> CG4 <input type="checkbox"/> CG5 <input type="checkbox"/> CG6 <input type="checkbox"/> CG7 <input type="checkbox"/> CG8 <input type="checkbox"/> CG9	
<b>SWOT Addressed:</b> S- Assistant principals at each school W- Accountability for all O-Reviving school cultures (academic focus) T-Inconsistency in follow-up/Lack of accountability	
<b>Research-Based Strategy: Sequenced ELA Content/Curriculum &amp; Writing Program “The Turn-Around at Highland Elementary School” (STACEY CHILDRESS, ANDREW GOLDIN)</b>	
<p>Content was sequenced so that students could achieve success even if they entered Highland after kindergarten. For example, by covering each literary genre in each grade’s curriculum, students entering in an upper grade were less likely to have missed the one opportunity to learn a specific lesson in one of the lower grades. Recognizing the limited opportunities students had to read outside of school, Myrtle also instituted an expectation that all students spent time reading independently every day, thirty minutes for grades three through five. The school provided each student with an individual reading journal in which they exchanged letters with their teachers about what they read.</p> <p>Writing had not been a formal part of the literacy program at Highland, even though students were required to write brief constructed responses (BCRs) on the MSA. Myrtle recognized that teachers needed professional development and a common procedure in order to teach writing well and prepare students adequately for the test. Practice writing prompts similar to BCRs were embedded into the curriculum and teachers received training on scoring student responses. Teachers provided students with written feedback on practice BCRs in both literacy and mathematics, and students revised each assignment (Exhibit 6). Teacher teams developed multiple writing prompts that were aligned with the scope and sequence of the curriculum and the cycle in which students wrote, received feedback and revised their work was repeated throughout the year. Students also used a checklist to review their BCRs before submitting them to their teachers (Exhibit 7).</p> <p>Teachers developed a rigorous writing program that went beyond MSA requirements. They adjusted the MCPS writing program for their students because they had never received instruction in the curriculum’s foundation lessons. A literacy coach developed detailed writing assignments for students as part of the literacy period with a focus on organizing writing (e.g. pre-writing activities) and author’s purpose (e.g. persuasive writing). As part of the program, teachers developed common rubrics to use across classrooms to evaluate student writing.</p>	

Indicator of Implementation: Up to 6		Procedures for Evaluating Indicators of Implementation: Up to 6				
<p>1.1 Rigorous instruction aligned to Tier 1 curriculum (ELA Guidebooks)</p> <p>1.2 Student performance data (Interim, benchmark, Writing Tasks, etc.) that is analyzed by leadership team members and teachers.</p> <p>1.3 Job-embedded professional development to aid in effective Tier 1 curriculum implementation.</p>		<p>1.1 Formal and informal classroom walkthroughs will be conducted by leadership team members to monitor teacher effectiveness and curriculum implementation.</p> <p>1.2 Weekly leadership team meetings and data meetings will analyze student progress.</p> <p>1.3 A consistent focus on annotated lesson planning/scaffolding will be supported through teacher support and development.</p>				
OBJECTIVES: Up to 3		DESIRED OUTCOMES:				
1.1	75%< of students will meet their growth to mastery targets in ELA.	<p>Increased growth to mastery letter grade on LEAP 2025 assessments from “D” to “A”.</p> <p>Increased assessment letter grade on LEAP 2025 assessments from “F” to “C”.</p> <p>Students’ reading levels will increase by 2 grade levels.</p>				
1.2	40%< of students will attain a proficiency level of basic or above on LEAP 2025 assessments.					
1.3	20%< of students will attain a proficiency level of mastery or above on LEAP 2025 assessments					
Activity		Responsible Person	Start Date	Completion Date	Estimated Cost	Funding Source
Implementation of the Mindful Teaching Framework		McPherson, Williams, Matthews, Teachers,	August 2019	May 2020		
Complete Curriculum Implementation Walkthroughs consistently to support teachers on how to teach the curriculum as intended.		McPherson, Williams, Matthews, Teachers, EMTs, Ancar	Oct. 2019	March 2020		

Benchmark Assessments	Grades 3 - 6, McPherson, Williams, Matthews, Teachers	Sept. 2019	April 2020		
Receive Guidebook Coaching School-Wide for all ELA Teachers	ELA Teachers, Enrichment Teachers, Delgado, McPherson, Williams, Matthews	August 2019	May 2020		
Receive support in ELA Content from the Achievement Network	ELA Teachers, Enrichment Teachers, Becton, McPherson, Williams, Matthews	Sept. 2019	May 2020		
Create and implement performance-driven objectives in all content areas	McPherson, Williams, Matthews, Teachers	Sept. 2019	May 2020		
Proximity Learning to Support ESL Learners in ELA	Proximity Learning Facilitator	Sept. 2019	May 2020	TBD	Title I
Increase a culture of reading by implementing DEAR (Drop Everything And Read) daily.	Grades 3 - 6, McPherson, Williams	Nov. 2019	May 2020		

Weekly leadership team/data meetings to analyze data and create next steps for support. Data walls and supplies will be used to display and monitor data.	McPherson, Williams, Matthews, Teachers EMTs Rtl	Sept. 2019	May 2020	\$600	Title I
Administrator support for ELA Guidebook implementation	McPherson, Williams, Matthews, Teachers, EMT, ANet	Aug. 2019	May 2020		
After-school tutoring to increase student proficiency in literacy.	Grades 3 – 6	Oct. 2019	Dec. 2019		
Student incentives to reward student attainment of data/curriculum goals/achievements.	McPherson, Williams, Matthews, Teachers	Sept. 2019	May 2020	\$700.00	General Fund
Implementation of Accelerated Reader to track and improve student reading levels.	McPherson, Williams, Matthews, Teachers	Sept. 2019	May 2020	\$5,800	Title I
Provide job-embedded professional development consisting of weekly cluster meetings with a focus on effective instruction.	McPherson, Williams, Matthews, Teachers EMTs Williams	Sept. 2019	May 2020		
Rtl Program to increase literacy skills of students who read below grade-level	Enrichment Teachers, McPherson, Williams, Matthews,	Aug. 2019	May 2020		

Maintain consistent communication amongst stakeholders regarding academic focuses. <ul style="list-style-type: none"> <li>• Parent Shadow Program</li> <li>• Newsletters</li> <li>• PTO</li> </ul>	McPherson, Williams, Matthews, Teachers EMTs,	Aug. 2019	May 2020		
Showcase students who excel in the academic subjects of ELA and Social Studies every quarter.	McPherson, Williams, Matthews, Teachers	October 2019	May 2020		
Implement the Studies Weekly curriculum in Grades 3-5.	McPherson, Williams, Matthews, Teachers	August 2019	May 2020		

**Summative Evaluation:  
LEAP 2025 Assessment**

Implementation Issues	Date Presented	Resolution(s)	Date Resolved

FCI-Indicates Family Community Involvement Activities

STEM-Indicates Science, Technology, Engineering, and Mathematics Activities

D – Indicates Discipline Support Activities

C-Indicates Curriculum Activities

CCR-Indicates College and Career Readiness Activities

PD-Indicates Professional Development

L-Indicates Literacy Activities

**Action Plan - Activities indicated should address all subgroups**

<b>GOAL 2</b>		By 2019-2020, all grade levels will increase their passing rates in Math and Science standardized assessments by 30%.
Vital Goals (VG) <input type="checkbox"/> CG1 <input checked="" type="checkbox"/> CG2 <input type="checkbox"/> CG3 <input type="checkbox"/> CG4 <input type="checkbox"/> CG5 <input type="checkbox"/> CG6 <input type="checkbox"/> CG7 <input type="checkbox"/> CG8 <input type="checkbox"/> CG9		
<b>SWOT Addressed:</b> S- Tier 1 Curriculum, Assistant principals at every school, Dedicated employees/ W- Percentage of students scoring at the mastery level, O- Community educators for Pre-k-12 Interventions, T-Loss of investment (Teacher turnover)		
<b>Research-Based Strategy: Computation Without Comprehension: An Observation (John Holt)</b>  A recent report of the National Research Council, 2 Adding It Up, reviews a broad research base on the teaching and learning of elementary school mathematics. The report argues for an instructional goal of “mathematical proficiency,” a much broader outcome than mastery of procedures. The report argues that five intertwining strands constitute mathematical proficiency: 1. Conceptual understanding—comprehension of mathematical concepts, operations, and relations 2. Procedural fluency—skill in carrying out procedures flexibly, accurately, efficiently, and appropriately 3. Strategic competence—ability to formulate, represent, and solve mathematical problems 4. Adaptive reasoning—capacity for logical thought, reflection, explanation, and justification 5. Productive disposition—habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy.		
<b>Indicator of Implementation: Up to 6</b>		<b>Procedures for Evaluating Indicators of Implementation: Up to 6</b>
1.1 Rigorous instruction aligned to Tier 1 curriculum (Zearn/Eureka) 1.2 Student performance data (Interim, benchmark, Student work, etc.) that is analyzed by leadership team members and teachers. 1.3 Job-embedded professional development to aid in effective Tier 1 curriculum implementation.		1.1 Formal and informal classroom walkthroughs will be conducted by leadership team members to monitor teacher effectiveness and curriculum implementation. 1.2 Weekly leadership team meetings and data meetings will analyze student progress. 1.3 A consistent focus on annotated lesson planning/scaffolding will be supported through teacher support and development.

OBJECTIVES: Up to 3		DESIRED OUTCOMES:				
1.1	75%< of students will meet their growth to mastery targets in ELA.	Increased growth to mastery letter grade on LEAP 2025 assessments from “D” to “A”. Increased assessment letter grade on LEAP 2025 assessments from “F” to “C” in mathematics.				
1.2	40%< of students will attain a proficiency level of basic or above on LEAP 2025 assessments.					
1.3	20%< of students will attain a proficiency level of mastery or above on LEAP 2025 assessments					
Activity		Responsible Person	Start Date	Completion Date	Estimated Cost	Funding Source
Implementation of the Mindful Teaching Framework		McPherson, Williams, Matthews, Teachers,	August 2019	May 2020		
Complete Curriculum Implementation Walkthroughs consistently to support teachers on how to teach the curriculum as intended.		McPherson, Williams, Matthews, Teachers EMTs, Ancar	Sept. 2019	March 2020		
Administer Benchmark Assessments		Grades 3 - 6, McPherson, Williams, Matthews,	Aug. 2019	April 2020		
Proximity Learning to Support ESL Learners in Math		Proximity Learning Facilitator	Sept. 2019	May 2020	TBD	Title I
Monitor student pace, tower alerts, and module/mission progression throughout the school year.		Grades 3 - 6, McPherson, Williams, Matthews,	Aug. 2019	May 2020		
After-school tutoring to increase student proficiency in Math		Grades 3 - 6	Oct. 2019	Dec. 2020		



Weekly leadership team/data meetings to analyze data and create next steps for support. Data walls and supplies will be used to display and monitor data.	McPherson, Williams, Matthews, EMTs Teachers Rtl	Aug. 2019	May 2020	\$600	Title I
Receive support in Math Content from the Achievement Network	Math Teachers, Enrichment Teachers, Becton, McPherson, Williams, Matthews	Sept. 2019	May 2020		
Student incentives to reward student attainment of data/curriculum goals/achievements.	McPherson, Williams, Matthews, Teachers	Aug. 2019	May 2020	\$700.00	General Fund
Provide job-embedded professional development consisting of weekly cluster meetings with a focus on effective instruction.	McPherson, Williams, Matthews, EMTs Teachers	Aug. 2019	May 2020		
Administrator support for Zearn/Eureka implementation	McPherson, Williams, Matthews, EMT, Annie Beth Haydel	Aug. 2019	May 2020		
Friday Focus to review the major math content of each grade level	McPherson, Williams, Matthews, EMTs Teachers	Sept. 2019	May 2020		

Maintain consistent communication amongst stakeholders regarding academic focuses. <ul style="list-style-type: none"> <li>• Parent Shadow Program</li> <li>• Newsletters</li> <li>• PTO</li> </ul>	McPherson, Williams, Matthews, EMTs Teachers	Aug. 2019	May 2020		
Showcase students who excel in the academic subjects of Math and Science every quarter.	McPherson, Williams, Matthews, Teachers	October 2019	May 2020		
Implement the Open Sci Ed/Ph.D. Science curricula for Grades 3-6.	McPherson, Williams, Matthews, Teachers	August 2019	May 2020		

**Summative Evaluation:  
LEAP 2025 Assessment**

Implementation Issues	Date Presented	Resolution(s)	Date Resolved

FCI-Indicates Family Community Involvement Activities  
 STEM-Indicates Science, Technology, Engineering, and Mathematics Activities  
 D – Indicates Discipline Support Activities

C-Indicates Curriculum Activities  
 CCR-Indicates College and Career Readiness Activities

PD-Indicates Professional Development  
 L-Indicates Literacy Activities

<b>GOAL 3</b>	St. Helena Arts & Technology Academy will implement a school-wide PBIS plan to reduce the number of out of school suspensions from 69% to 55% or less.	
<b>Vital Goals (VG)</b> <input type="checkbox"/> CG1 <input type="checkbox"/> CG2 <input type="checkbox"/> CG3 <input type="checkbox"/> CG4 <input type="checkbox"/> CG5 <input type="checkbox"/> CG6 <input type="checkbox"/> CG7 <input type="checkbox"/> CG8 <input checked="" type="checkbox"/> CG9		
<b>SWOT Addressed:</b> <b>S- Assistant principals, dedicated school employees/ W- Communication, accountability for all/ O- Reviving school cultures/ T- Lack of accountability</b>		
<b>Research-Based Strategy: “Positive Behavior Interventions &amp; Supports” (Sugai &amp; Honer)</b>  School-wide Positive Behavior Interventions and Supports is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies. The core elements of PBIS are integrated within organizational systems in which teams, working with administrators and behavior specialists, provide the training, policy support and organizational supports needed for (a) initial implementation, (b) active application, and (c) sustained use of the core elements.		
<b>Indicator of Implementation: Up to 6</b>		<b>Procedures for Evaluating Indicators of Implementation: Up to 6</b>
<b>1.1 Teachers and Leadership will create behavioral goals that are aligned to specific grade-level infractions.</b> <b>1.2 Teachers will receive PBIS training to increase proactive behavior with regard to student discipline.</b> <b>1.3 Opportunities of student interest will be provided to promote positive behavior.</b>		<b>1.1 Bi-weekly/weekly analysis of discipline data, referrals, and PBIS goals.</b> <b>1.2 Evaluation of teacher implementation of PBIS protocols via discipline referrals, walkthroughs, etc.)</b> <b>1.3 Student clubs will be created to promote increased positive behavior and student attendance.</b>

OBJECTIVES: Up to 3		DESIRED OUTCOMES:				
1.1	Decrease the number of suspensions by from 69% to 61%.	To decrease the number of referrals by 8%< to improve student academic achievement and student behavior as measured by student discipline referrals. To improve behavior/attendance by through programs/plans that interest and motivate students.				
1.2	Developing proactive measures to promote positive behavior.					
Activity		Responsible Person	Start Date	Completion Date	Estimated Cost	Funding Source
Provide training in the use of PBIS.		McPherson, Williams, Matthews, Teachers	July 2019	May 2020		
Provide training and monitor the use of the Leader in Me Program		Rodriguez, McPherson, Williams, Matthews, Teachers	July 2019	May 2020		
Develop a monthly calendar of PBIS scheduled events.		McPherson, Williams, Matthews,	June 2019	May 2020		
Create a calendar of PBIS events.		McPherson, Williams, Matthews,	June 2019	May 2020		
Increase student engagement by implementing programs (Culture Club, Quiz Bowls, Band, 4-H, DARE, etc.) that boost student achievement and student behavior		McPherson, Williams, Matthews, Teachers	Aug. 2019	May 2020	\$2000.00	Title 1

Promote positive relationships in PBIS goals/expectations among community stakeholders via: <ul style="list-style-type: none"> <li>• Newsletters</li> <li>• Parent Shadowing Days/Programs</li> <li>• Text blasts</li> <li>• Social media posts</li> <li>• PTO Meetings/Events</li> <li>• Data Nights</li> <li>• Open House</li> </ul>	McPherson, Williams, Matthews, Teachers	July 2019	May 2020	\$250.00	Title 1 Parental Involvement
Showcase students who meet or exceed the standards of PBIS every quarter.	McPherson, Williams, Matthews, Teachers	October 2019	May 2020		
Student field trips for cultural exposure that motivate students to abide by PBIs guidelines.	McPherson, Williams, Matthews, Teachers	July 2019	May 2020	\$2,000.00 (announcements, materials, decorations)	Title 1

**Summative Evaluation:  
JCampus Behavioral Data**

Implementation Issues	Date Presented	Resolution(s)	Date Resolved

FCI-Indicates Family Community Involvement Activities

STEM-Indicates Science, Technology, Engineering, and Mathematics Activities

D – Indicates Discipline Support Activities

C-Indicates Curriculum Activities

CCR-Indicates College and Career Readiness Activities

PD-Indicates Professional Development

L-Indicates Literacy Activities

## BUDGET FORM

<b>Funding Sources</b>	<b>Title 1</b>	<b>Title 1 Parental Involvement Allocation</b>	<b>General Fund</b>	<b>Title IVA-SSAE Allocation PBIS Field Trips</b>	<b>TOTAL</b>
<b>Salaries (100)</b>	\$13,485.00 (TA) \$ 8,350.00 (A&T Coach)				\$21,835.00
<b>Employee Benefits (200)</b>	\$3,891 (TA) \$3,626 (A&T Coach)				\$7,517.00
<b>Purchased Professional and Technical Services (300)</b>					
<b>Purchased Property Services (400)</b>	\$5,000.00 Copier				\$5,000.00
<b>Other Purchases/Services (500)</b>	Materials to improve learning \$3,076.00				\$3,076.00
<b>Supplies (600)</b>	\$21,924.00 (Materials & Supplies)	\$2,678.00 (Parental Involvement)		\$5,093.00	\$29,695.00
<b>Indirect Costs (if applicable)</b>					
<b>Property (700)</b>					
<b>Other Objects (800)</b>					
<b>Other uses of Funds (900)</b>			\$5,000 (Lowe's Toolbox Grant)		\$5,000.00
<b>TOTALS</b>	<b>\$59,352.00</b>	<b>\$2,678.00</b>	<b>\$5,000.00</b>	<b>\$5,093.00</b>	<b>\$72,123.00</b>

