



# **School Improvement Plan**

**2020-2021**

**Norco Elementary**  
**School**

**Shannon Diodene**  
**Principal**

# **Part 1**

## **Vision, Mission, and Values/Beliefs**

## **Part 1 – School Vision, Mission, and Values/Beliefs**

### **Vision**

We, the stakeholders of Norco Elementary, foster relationships that allow us to effectively communicate and collaborate with each other in order to provide a safe, nurturing, and positive learning experience. We promote the whole child through equitable, differentiated experiences that focus on both academic and social/emotional needs. Our school sets high social and academic standards which allow students to acquire the skills necessary to be life-long learners and problem-solvers in the evolving twenty-first century.

Revised 6/22/2020

## **Mission**

Norco Elementary School provides high-quality education in a safe, nurturing environment with equitable learning opportunities that lay the foundation for all students to become successful, productive, life-long learners.

Revised 6/22/2020

## Values/Beliefs

At Norco Elementary School, we are committed to:

- planning, implementing, and reflecting collaboratively on lessons which prepare students for life-long learning.
- analyzing student data to meet and support the individual needs of students.
- providing a positive, safe, nurturing, bully free environment for all stakeholders.
- teaching students to use and apply various problem-solving techniques.
- involving all stakeholders in the educational process.
- differentiating instruction in every setting to support all learners.
- including all children regardless of disability, gender, socio-economic status, or race.
- teaching students to interact and communicate effectively.
- ensuring students are digitally literate by authentically incorporating technology into instruction at every grade level.

Reviewed 6/22/2020

**Part 2**

**School Governance Structure**

**and**

**Committee Assignments**

**Part 2 - School Governance Structure and Committee Assignments**

<p><b><u>ADMINISTRATION</u></b>  <b>Shannon Diodene, Principal</b>  <b>Nicole Weber, Assistant Principal</b>  <b>Tracie Howes, Assistant Principal</b></p>		
<p><b><u>NORCO ELEMENTARY SCHOOL IMPROVEMENT TEAM</u></b>  <b>Christy Donaldson, Chairperson</b>  <b>Gina Burst, Chairperson</b></p>		
<b>Kami Dufour (K)</b>	<b>Gabrielle Martin (2)</b>	<b>Ann Snakenberg (5)</b>
<b>Melissa Billings (1)</b>	<b>Jessica Wagner (3)</b>	<b>Michelle Wagner (Special Education)</b>
<b>Tiffany Webre (2)</b>	<b>Dawn Gill (4)</b>	<b>Terri Rudiger (Enrichment)</b>

<b>Improving Student Learning</b>	<b>Positive School Climate</b>	<b>Hospitality</b>	<b>School and Community</b>
Tiffany Webre* (2) Melissa Billings* (1) Terri Rudiger (En) Shannon Diodene Tiffany Schlumbrecht (PK) Bridgette Oubre (K) Brandi Regan (1) Janelle Vicknair (3) Susan Burton (4) Natalie Jones (4) Jessica Gardere (5) Carla Murphy (Sp) Stephanie Becnel (Sp) Cindy Garrett (En) Christine Adams (Lit) Becky Berthelot (Int) Paula Pfister (Perm sub) Lisa Ramos (para) Erika Spengler (gifted)	Jessica Wagner* (3) Stacey Noel* (Coun) Tracie Howes Kayla Vujnovich (PK/Sp) Kerri Smith (K) Lisa Reeves (1) Vickie Hinrichs (2) Dawn Gill (4) Tyler Fayard (5) Stefanie West (Sp) Tanya Joffrion (En) Wendi Horshok (Lit) Jennie Hermann (Coun) Nicole Schulin (nurse) Angel Harris (para) Leslea Parker (para) Mary Terrell (Speech) (parent rep)	Michelle Wagner* (Sp) Ann Snakenberg* (5) Gina Burst/Christy Donaldson Miranda Troxler (PK/K Rep/Sp) Cheney Murray(1) Katie Vitrano (2) Madeline Dauzat (3) Shelly Naquin (4) Amy McNulty (En) Sharon Torres (En) Laura Turner (En) Lynn Rochelle (Lit) Mona Terrebonne (Int) Megan Faucheux (Speech) Nyisha Cobbins (nurse) Mary Berg (para) Karen Madere (para) Ashley Comeaux-Foret (Tal Art) Jessica Halder (parent rep)	Kami Dufour* (K) Gabrielle Martin* (2) Nicole Weber Karen Wilson (PK4) Sharon Matherne (PK) Priscilla Brown (1) Donna Ramagos (1) Tracy Cambre (3) Jessica Thomas (4) Jennifer LeBlanc (5) Julie Ortego (Sp) Alberta Dunn (En) Amanda LeBourgeois (Lit) Lacey Powers (Fam Ct) Angela Fabres (para) Deborah Sampson (para) Ashley Desselle (Speech) Meredith Owens (Tal Drama) (parent rep)





## **Part 3**

### **School Profile (Performance Data)**

**See Separate Document**

## **Part 4**

### **Action Plans/Needs Assessments**

## Student Achievement

### Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence																					
Student Promotion Rate	<p>92% to 100% of students were promoted to the next grade level for the 19-20 school year:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Kindergarten: 93%</td> <td style="width: 50%;">Grade 3: 100%</td> </tr> <tr> <td>Grade 1: 92%</td> <td>Grade 4: 99%</td> </tr> <tr> <td>Grade 2: 99%</td> <td>Grade 5: 100%</td> </tr> </table>	Kindergarten: 93%	Grade 3: 100%	Grade 1: 92%	Grade 4: 99%	Grade 2: 99%	Grade 5: 100%															
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Grade 1: 92%	Grade 4: 99%																					
Grade 2: 99%	Grade 5: 100%																					
Student achievement in ELA / Math	<p>Based on Goal A objective, the following targets were met on the 18-19 LEAP 2025 assessment:</p> <p style="text-align: center;">ELA LEAP 2025 Scores</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 0 auto;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">2017-2018</th> <th style="width: 35%;">2018-2019</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Grade 3</td> <td style="text-align: center;">76%</td> <td style="text-align: center;">56%</td> </tr> <tr> <td style="text-align: center;">Grade 4</td> <td style="text-align: center;">65%</td> <td style="text-align: center;">62%</td> </tr> </tbody> </table> <p style="text-align: center;">Math LEAP 2025 Scores</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 0 auto;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">2017-2018</th> <th style="width: 35%;">2018-2019</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Grade 3</td> <td style="text-align: center;">65%</td> <td style="text-align: center;">63%</td> </tr> <tr> <td style="text-align: center;">Grade 4</td> <td style="text-align: center;">56%</td> <td style="text-align: center;">62%</td> </tr> <tr> <td style="text-align: center;">Grade 5</td> <td style="text-align: center;">67%</td> <td style="text-align: center;">63%</td> </tr> </tbody> </table>		2017-2018	2018-2019	Grade 3	76%	56%	Grade 4	65%	62%		2017-2018	2018-2019	Grade 3	65%	63%	Grade 4	56%	62%	Grade 5	67%	63%
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Challenges	Evidence						
Growth to Mastery progress in English Language Arts	<p>Grades 3-5 LEAP 2025 Scores for ELA at or above Mastery            ELA 17-18: 70.6%            ELA 18-19: 56%</p>						
Social Studies Achievement	<p>Goal A Objective Results:</p> <p style="text-align: center;">LEAP 2025 Social Studies Scores 2018- 2019</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 0 auto;"> <tbody> <tr> <td style="width: 30%; text-align: center;">3<sup>rd</sup> Grade</td> <td style="text-align: center;">46% (Not Met)</td> </tr> <tr> <td style="text-align: center;">4<sup>th</sup> Grade</td> <td style="text-align: center;">45% (Not Met)</td> </tr> <tr> <td style="text-align: center;">5<sup>th</sup> Grade</td> <td style="text-align: center;">37% (Not Met)</td> </tr> </tbody> </table>	3 <sup>rd</sup> Grade	46% (Not Met)	4 <sup>th</sup> Grade	45% (Not Met)	5 <sup>th</sup> Grade	37% (Not Met)
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4 <sup>th</sup> Grade	45% (Not Met)						
5 <sup>th</sup> Grade	37% (Not Met)						



## Student Achievement

**District Goal A: To prepare students for success in postsecondary education, careers, and life**

**School Priority: To prepare students for academic success**

Desired Results:

State measurable objective(s) and identify data sources that will provide evidence of desired results.

1. The percentage of students in grades 3-5 scoring at or above Mastery in ELA on LEAP 2025 will increase from 56% to 61%.
2. The percentage of students in grades 3-5 scoring at or above Mastery in math on LEAP 2025 will increase from 63% to 68%.
3. The percentage of students in grades 3-5 scoring at or above Mastery in social studies on LEAP 2025 will increase from 43% to 48%.
4. The percentage of students in grades 3-5 scoring at or above Mastery in science on LEAP 2025 will increase from 46% to 51%.

<b>Action Steps</b>	<b>Timeline</b>	<b>Estimated Resources</b> (Cost, time, etc.)	<b>Persons Responsible</b>	<b>Method of Monitoring</b> How will you know that the action steps are being implemented/accomplished?
Develop a Data Analysis Team to facilitate discussions around student data <ul style="list-style-type: none"> <li>● Appoint grade level representatives as Data Analysis Team Leaders</li> <li>● Develop a Data Analysis Protocol</li> <li>● Discuss, identify, and/or create grade level formative and/or summative assessments to determine student needs</li> <li>● Examine student data and discuss using Data Analysis process</li> </ul>	August 2020 – May 2021	Student data, Data Analysis Protocol Guide	Administrators, Data Analysis Team	Student Data, Grade Level Formative/Summative Assessments, Agendas, Sign-In Sheets
Effectively implement small groups based on student needs <ul style="list-style-type: none"> <li>● Participate in vertical articulation meetings with previous grade levels to identify and prioritize gaps in learning</li> </ul>	August 2020 – May 2021	School-Based and District Professional Learning, Planning, Diverse Learners Guide, Implementation Guide, Assessment Remediation Guide,	Administrators, Teachers, C&I, Instruction & Technology Coaches	Agendas, Sign-In Sheets, Collaborative Planning, Lesson Plans, Reflection Notes

<ul style="list-style-type: none"> <li>Attend Professional Learning on the following applicable tier one curriculum: <ul style="list-style-type: none"> <li>Eureka math</li> <li>ELA Guidebook</li> <li>CK Skill</li> <li>CK Knowledge</li> </ul> </li> <li>Collaborate with grade-level and content-specific teachers on the curriculum</li> <li>Use Data Analysis process to analyze formative and/or summative data and student work samples to determine student needs</li> <li>Utilize resources (Diverse Learners Guide, Implementation Guide, Assessment Remediation Guide, Zearn, Lexia, etc.) to develop and implement small group instruction</li> <li>Self-reflect and discuss the effectiveness of small group instruction at collaborative meetings</li> </ul>		Educational Resources <i>(Classroom Instruction that Works, Writing Revolution, Teach Like a Champion 2.0, etc.)</i>		
Revise the NES Student Support Team <ul style="list-style-type: none"> <li>Analyze SchoolStatus data monthly to determine at-risk population</li> <li>Determine additional students needing support</li> <li>Identify needs of students and develop next steps</li> </ul>	August 2020 – May 2021	SchoolStatus data	Administrators, Student Support Team, Teachers	Agendas, Sign-In Sheets, Minutes, SchoolStatus Data, Reflection Notes
Utilize virtual learning platforms <ul style="list-style-type: none"> <li>Provide Professional Learning for faculty on the use of virtual learning platforms and tools</li> <li>Model platform and tools for faculty and students</li> <li>Plan and implement virtual opportunities within the classroom at a minimum of two times a week</li> </ul>	August 2020 – May 2021	Technology Tools	Administrators, Faculty, Instruction & Technology Coaches	Agendas, Sign-In Sheets, Lesson Plans, Collaborative Planning, Reflection Notes, Feedback between Instruction & Technology Coaches and Administration



## Staff Excellence

### Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Setting Instructional Outcomes	NES COMPASS Data 19–20: average rating for Component 1c: Setting Instructional Outcomes was a 3.93.
Managing Classroom Procedures	NES COMPASS Data 19–20: average rating for Component 2c: Managing Classroom Procedures was a 3.74.
Using Assessment in Instruction	NES COMPASS Data 19–20: average rating for Component 3d: Using Assessment in Instruction was a 3.66.
Quality education to students.	<p>AdvancED Student Survey results for the question, “In my school, teachers have high expectations for me,” 95% agree/strongly agree.</p> <p>AdvancED Parent Survey results for the question, “Our school has high expectations for students in all classes,” 93% agree/strongly agree.</p> <p>AdvancED Teacher Survey results for the question, “There is someone at work who encourages my development,” 93% agree/strongly agree.</p> <p>AdvancED Teacher Survey results for the question, “My associates or fellow co-workers are committed to doing quality work,” 91% agree/strongly agree.</p>

Challenges	Evidence
Teacher usage and knowledge of instructional tools	<p>Anecdotal notes and feedback from teachers</p> <p>According to the UPBEAT Survey 19–20 results for question 85, “I am comfortable using the technological tools required for remote teaching during this distance learning period,” the school average of 76% indicates a need for further professional learning.</p>
Using Questioning and Discussion Techniques	NES COMPASS Data 19–20: average rating for Component 3b: Using Questioning and Discussion Techniques was a 3.4.



## Staff Excellence

**District Goal B: To employ and develop high quality staff and provide necessary resources to support employee success**

**School Priority: To develop high quality staff and provide necessary resources to support employee success**

Desired Results:

State measurable objective(s) and identify data sources that will provide evidence of desired results.

1. Increase the average score on COMPASS component 3b: Using Questioning and Discussion Techniques from 3.4 to 3.6.
2. Increase the UPBEAT Survey results for question 85, “I am comfortable using the technological tools required for remote teaching during this distance learning period,” the school average from 76% to 90%.

<b>Action Steps</b>	<b>Timeline</b>	<b>Estimated Resources</b> (Cost, time, etc.)	<b>Persons Responsible</b>	<b>Method of Monitoring</b> How will you know that the action steps are being implemented/accomplished?
Facilitate Professional Learning on virtual teaching platforms, methods, practices and tools <ul style="list-style-type: none"> <li>● Develop a Technology Team</li> <li>● Survey faculty and staff to determine needs</li> <li>● Meet monthly as a Technology Team to discuss needs of faculty and staff</li> <li>● Create differentiated virtual learning professional learning based on grade levels, grade bands, and individual faculty member needs</li> <li>● Develop how-to demonstrations or tips for technology tools</li> <li>● Attend summer and ongoing district Professional Learning on curriculum and technology resources</li> </ul>	August 2020 – May 2021	Professional Learning	Administrators, Technology Team, Faculty and Staff	Collaborative Planning, Reflection Notes, Survey, Agendas, Sign-In Sheets

<p>Facilitate Professional Learning on SchoolStatus</p> <ul style="list-style-type: none"> <li>● Determine modules in SchoolStatus to support understanding and application</li> <li>● Watch modules with faculty and provide opportunities to share ideas and tips</li> <li>● Provide professional learning on SchoolStatus</li> <li>● Utilize SchoolStatus to communicate with parents/guardians</li> </ul>	<p>August 2020 – May 2021</p>	<p>Professional Learning, SchoolStatus Modules</p>	<p>Administrators, Faculty, Staff</p>	<p>SchoolStatus Data, Agendas, Sign-In Sheets</p>
<p>Provide Professional Learning opportunities related to instruction</p> <ul style="list-style-type: none"> <li>● Attend summer and ongoing district Professional Learning on curriculum and technology resources</li> <li>● Participate in peer observations based on teacher needs (small group, COMPASS, vertical articulation, technology, etc.)</li> <li>● Collaboratively discuss effective instructional and technology practices</li> </ul>	<p>August 2020 – May 2021</p>	<p>Professional Learning, COMPASS Rubric, Reflection Sheet</p>	<p>Administrators, Teachers</p>	<p>Scheduled Observations, Collaborative Planning, Reflection Notes, Agendas, Sign-In Sheets</p>
<p>Continue to plan, implement and monitor collaborative meetings with special and regular education teachers including enrichment teachers.</p>	<p>August 2020 – May 2021</p>	<p>Curriculum Resources</p>	<p>Administrators, Teachers</p>	<p>Agendas, Sign-In Sheets, Collaborative Planning</p>

## Safe and Supportive Learning Environments

### Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Positive student interactions with peers	<ul style="list-style-type: none"> <li>● Zero recorded referrals targeted bullying during the 2019-2020 school year.</li> <li>● Student comments on AdvancEd Student Survey indicate positive interactions between peers.</li> </ul>

Challenges	Evidence
Pandemic created social-emotional needs for students	Anecdotal notes and feedback from families
Limited professional learning opportunities for faculty and staff that focused on social-emotional needs of students.	Four professional learning opportunities for faculty and staff were offered in the 19-20 school year.

## Safe and Supportive Learning Environments

**District Goal D: To build and maintain psychologically and physically safe, clean and supporting learning environments**

**School Priority: To build a school culture that is psychologically safe and supports student success**

Desired Results:

State measurable objective(s) and identify data sources that will provide evidence of desired results.

1. 90% of students will indicate that their social-emotional needs are met through the results of the school created survey.
2. Increase the number of social-emotional professional learning opportunities for faculty and staff from 4 to 8.

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
Foster and promote social-emotional growth among students and faculty <ul style="list-style-type: none"> <li>● Create and administer a survey to assess emotional well-being</li> <li>● Hold extended Morning Meetings to address social-emotional needs</li> <li>● Identify who needs additional social-emotional support and provide services/interventions/support</li> <li>● Incorporate social-emotional learning opportunities during virtual learning</li> </ul>	August 2020 – May 2021	Survey, Professional Learning, Morning Meeting, Virtual Meetings, Grace Dearborn-Presenter	Administrators, Teachers, Counselors, Faculty	Sign-In Sheets, Agendas, Survey Data
Improve the safe and supportive learning environment <ul style="list-style-type: none"> <li>● Participate in Trust-Based Relational Intervention (TBRI), Handle with Care de-escalation strategies, and Responsive Classroom Training</li> <li>● Implement TBRI, Responsive</li> </ul>	August 2020 – May 2021	Professional Learning	Administrators, Teachers, Counselors, Paraeducators	Sign-In Sheets, Agendas, Discipline Data, Survey, NES Counselor Surveys

Classroom, and Handle with Care de-escalation strategies				
Refine existing bullying prevention documents and procedures <ul style="list-style-type: none"> <li>Develop quarterly surveys to assess student perception of bullying</li> <li>Develop an extended morning meeting to address needs as determined by the survey</li> </ul>	August 2020 – May 2021	Quarterly Surveys, Collaboration, Morning Meeting	Administrators, Teachers, ESAT, NESIT, Counselors	Sign-In Sheets, Agendas, Quarterly Surveys
Improve equity mindset of all stakeholders <ul style="list-style-type: none"> <li>Participate in professional learning from Grace Dearborn</li> <li>Incorporate new strategies and ideas generated from the professional learning</li> </ul>	August 2020 – May 2021	Professional Learning: Grace Dearborn-Presenter	Administrators, Teachers, Counselors	Sign-In Sheets, Agendas, Professional Learning Resources

## Engaging Stakeholders

### Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Open communication.	<ul style="list-style-type: none"> <li>● AdvancEd Parent Survey results for question 5, “My child’s teacher helps me understand my child’s progress,” the school average was 4.36.</li> <li>● AdvancEd Parent Survey results for question 11, “Our school administrators are accessible to address student and parent concerns,” the school average was 4.37.</li> <li>● Parent-teacher communication was evident through AdvancEd Survey comments.</li> </ul>

Challenges	Evidence
Educational Technology Platforms	Stakeholder feedback acquired through conferences during the 2020 At-Home Learning experience (Google Log-In/Assignment completion percentage) indicated that our stakeholders are uncomfortable with educational technology platforma (Teacher webpages, Google Classroom, Lexia, etc.)
Parental involvement in Focus Groups	Five parents participated in the 19-20 Focus Groups.
Limited opportunities for stakeholder involvement	AdvancEd Parent Survey results for question 2, “Our school provides opportunities for stakeholders to be involved in the school,” the school average was 4.26.

## Engaging Stakeholders

**District Goal E: To engage families, community members and business partners through two-way communication.**

**School Priority: To engage families, community members and business partners**

Desired Results:

State measurable objective(s) and identify data sources that will provide evidence of desired results.

1. By the end of the 2020-2021 school year, the percentage of parents/guardians that indicate that their technological needs are met will be at or above 80% on the school-created Family Instructional Technology Survey (FITS).

<b>Action Steps</b>	<b>Timeline</b>	<b>Estimated Resources</b> (Cost, time, etc.)	<b>Persons Responsible</b>	<b>Method of Monitoring</b> How will you know that the action steps are being implemented/accomplished?
Plan and implement technology-based training and/or resources for parents/family members <ul style="list-style-type: none"> <li>● Parent Surveys</li> <li>● Technology Sessions and/or Tools for parents/family members               <ul style="list-style-type: none"> <li>○ Lexia</li> <li>○ Zearn</li> <li>○ Google Classroom, Google Meet, Google Form</li> <li>○ Teacher Webpages</li> <li>○ NES Page</li> <li>○ SchoolStatus</li> </ul> </li> </ul>	August 2020 – May 2021 - Monthly	Quick links, How-to videos, Loom/Screencastify on webpage, Handouts, Surveys (Google Form)	Administrators, Teachers, Family Center	Quick Links posted to the Webpage, Sign-In Sheets for Parents, Google Form/Survey Results
Develop Parent Focus Groups to provide opportunities for discussions and brainstorming <ul style="list-style-type: none"> <li>● Advertise the event to families</li> <li>● Conduct Focus Group Meeting</li> <li>● Determine and address the needs of parents through Focus Group</li> <li>● Solicit feedback from participants</li> </ul>	August 2020 – May 2021 Quarterly	Technology, Handouts	Administrators, Counselors, Family Center, Focus Group members	Agendas, Minutes, Sign-In Sheets for Participants, Meeting Evaluations

<p>Continue to encourage families to attend NES events</p> <ul style="list-style-type: none"> <li>● Advertise NES events throughout the community utilizing various forms of communication to inform families/community of important school-wide activities (school website, SchoolStatus, weekly event reminders, monthly newsletter, ConnectEd, district Channel 8, Twitter, etc.)</li> <li>● Continue to provide incentives for events to promote participation</li> </ul>	<p>August 2020 – May 2021</p>	<p>Incentives, ConnectEd</p>	<p>Administrators, School Office Specialists, Teachers</p>	<p>Parent Surveys, Social Media, School Website, SchoolStatus, Weekly Event Reminder, Sign-In Sheets, PowerSchool, ConnectEd Log, Family Information Guides, Newsletter</p>
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**St. Charles Parish Public Schools – Staff Development Plans for 2020 - 2021**

All schools must develop plans for professional development on days other than August workshops (i.e., late take in, collaborative time). Plans should include main topics and participants.

Main Topic(s)	Participants
Grade Level Team Meetings/Classroom Observation Tools	Teachers/Admin
SPED K-5-Compliance, Accommodations, Testing/Data (Growth to Mastery)	SPED Teachers/Admin
Handle with Care	SPED Teachers/district paraprofessionals/Admin
Mandatory Reporter training	All faculty and staff
Leadership Book Talk	Administration/Teachers Leaders
Quality Time (Monthly)-Data Analysis	Teachers/Administration
Early Dismissal: Technology/Meeting Social/Emotional Needs through Responsive Classroom and TBRI	Teachers/District Paras/Administration
SBLC Updates on policies and procedures	Teachers/Administration
Responsive Classroom/Best Practices	Teachers new to the district

# NES IMPROVING STUDENT LEARNING THROUGH FEDERAL PROGRAM FUNDING

Goals:

1. Reading Recovery discontinuing rate of 90% or higher for full program students achieving mid-year or end-of-year average grade-level text with proficient accuracy and comprehension.
2. Eighty percent or more of literacy students achieving mid-year or end-of-year average grade-level text with proficient accuracy and comprehension.

Action Steps	Time Line	Estimated Resources	Persons Responsible	Method of Monitoring
Identified 1 <sup>st</sup> grade students will participate in Reading Recovery.	Daily for 20 weeks August 20 – May 21	Title 1 Salary & Benefits for 1 RR/Lit Teacher \$100 M & S/teacher	Principal Classroom Teachers Reading Recovery Teachers Teacher Leaders Director of Federal Programs Title I Coordinator	Reading Recovery Documentation Formal Observations Informal Observations End of Year Results
Identified Kindergarten, First and Second Grade students will participate in literacy groups for at risk readers.	Daily August 20 – May 21	Title 1 Salary & Benefits for 1 RR/Lit Teacher \$100 M & S/teacher	Principal Literacy Teachers Teacher Leaders Director of Federal Programs Title I Coordinator	Lesson Plans Literacy Lesson Documentation Formal Observations Informal Observations End of Year Results
40 identified 4-year-old students will participate in developmentally appropriate activities during the school day.	Daily August 20 – May 21	Title 1 30 % Salary & Benefits for 1 Teacher 30% Salary & Benefits for 1 Para-educator \$1,000 M & S/teacher	Principal Teacher Para Educator Director of Federal Programs	Lesson Plans Attendance Reports Testing Data

<p>Full time class-size reduction teacher to reduce the student: teacher ratio in first grade classrooms in an effort to improve student growth.</p>	<p>Daily August 20 – May 21</p>	<p>Title II Salary &amp; Benefits for 1 Teacher</p>	<p>Principal Teacher Director of Federal Programs Title I Coordinator</p>	<p>Formal Observations Informal Observations End of Year Growth Results</p>
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## NES STAFF DEVELOPMENT THROUGH FEDERAL PROGRAM FUNDING

Action Steps	Time Line	Estimated Resources	Persons Responsible	Method of Monitoring
Monthly collaboration with identified Reading Recovery and Literacy Students' classroom teachers to discuss student progress.	Monthly September 20 – May 21	Time built into teacher schedules	Principal Classroom Teachers Reading Recovery Teachers Teacher Leaders Director of Federal Programs	Reading Recovery and Literacy Documentation Coordination Forms Event Calendar
Quarterly ongoing professional development sessions for Reading Recovery and Literacy Teachers to strengthen teaching skills and discuss student progress.	Quarterly September 20 – May 21	Title I Time built into teacher schedule	Reading Recovery Teachers Literacy Teachers Teacher Leaders Director of Federal Programs	Meeting Agenda Sign-in Sheet Calendar Resulting Notes
Participation in various professional workshops throughout the year focused on ELA curriculum, literacy, teaching ELs, and family engagement.	August 20 - May 21	Title I & II Stipends for attendance Registration Fees \$1,000	Title I Staff Principal Director of Federal Programs Title I Coordinator Teacher Leaders	Meeting Agendas Presentations Sign-in Sheets Registration documents

# NES FAMILY INVOLVEMENT ACTIVITIES THROUGH FEDERAL PROGRAM FUNDING

Action Steps	Time Line	Estimated Resources	Persons Responsible	Method of Monitoring
Continuation of the School Family Center Activities, for example: <ul style="list-style-type: none"> <li>● Parent Workshops</li> <li>● Parent Information Series</li> <li>● Teacher Workshops</li> <li>● Weekly Playgroups</li> <li>● Home and Community Visits</li> <li>● Material Check out</li> <li>● ESL/Parent Support Group</li> <li>● Kindergarten Readiness</li> <li>● Pre-K Reading Carnival</li> </ul>	Daily August 20 – May 21	Title 1 Salary & Benefits for .4 Family Center Teacher  M & S (\$4/K-2 student Oct. count)	Principal Family Center Teacher Title 1 Coordinator Director of Federal Programs	Family Center Calendar Activity Logs Workshop Agendas Workshop Calendar Sign-in sheets Observation
Annual Parent Meeting to explain to parents Title 1 services offered to students.	August 20 - September 20	Title 1	Principal Family Center Teacher Title 1 Teachers Title 1 Coordinator Director of Federal Programs	Calendar Agenda Sign-in sheet Meeting Evaluation
Parent Meeting to explain to parents Title 1 family engagement compacts	August 20 - September 20	\$200 for M & S	Family Center Teacher Title 1 Coordinator Director of Federal Programs	Agenda Sign-in sheet Compact