



# **School Improvement Plan**

**2019-2020**

**Allemands Elementary School**

**Lisa Perrin**  
**Principal**

## **Part 1**

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

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

### **Vision**

The faculty of Allemands Elementary School embraces the education of all students as our top priority by providing a positive foundation for success. Our school prepares students to meet the challenges within the changing society of the 21<sup>st</sup> century while preserving our historical culture. There is a profound commitment from stakeholders to help all students become college and career ready, creating life-long learners. Our school provides a safe, stimulating atmosphere that is created through respect for self, others, and our environment. Actively engaged students aspire to reach their full potential, reflecting the high expectations among our faculty, families, and community.

**Reviewed 4/29/2019, 5/3/2019, 5/30/2019**

## **Mission**

Allemands Elementary School is committed to building the foundation of enthusiastic life-long learners in **an equitable, safe, and** respectful environment.

**Reviewed 4/29/2019, 5/3/2019**

**Revised 5/30/2019**

## Values/Beliefs

At Allemands Elementary School we believe...

-a physically and psychologically safe environment is essential to promote student learning.

-a student's self-esteem is enhanced by positive relationships, open and honest communication, and mutual respect among peers, families, community members and school personnel.

-all students and staff meet high expectations for achievement and success by engaging in challenging and relevant work.

-all children can learn at higher levels when supported daily by a variety of instructional strategies and resources within their school, families, and community.

**-all students are given opportunities to engage in quality experiences focusing on science, technology, engineering, art, and mathematics.**

-student achievement and teacher effectiveness increase when teachers and students use a variety of questions and/or prompts to advance high level thinking.

-we are...One School, One Team, Making a Difference!

-excellence is worth the cost.

**Reviewed 4/29/2019, 5/3/2019, 5/30/2019**

**Revised 5/30/2019**

**Part 2**

**School Governance Structure**

**and**

**Committee Assignments**

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

<b>Lisa Perrin-Principal</b>	<b>Angelle Bourgeois-Assistant Principal</b>
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<p><b>School Improvement Team</b></p> <p>Natasha Stoltz –Chair                  Chellie Killian-Co-Chair                  Lisa Perrin                  Angelle Bourgeois                  Tiffany Theriot                  Stephanie Knight                  Tonya Turgeon                  Aimee Vedros                  Kelly Benedict                  Jolene Hartman</p>
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<p><b>Student Achievement/ Staff Excellence Committee</b>                  Tiffany Theriot-K                  Natasha Stoltz-1<sup>st</sup>**                  Amber Minchew-1<sup>st</sup>*                  Kelly Peres-2<sup>nd</sup>                  Tonya Turgeon-E                  Ursula Gaines-SPED                  Janel Ryan-SPED                  Ashley Tero.<sup>Math Resource #</sup>                  Wendy Lagarde-RR                  Amye Barre-SPED Para                  Lisa Perrin-ADM                  Erica Dufrene-Parent                  Kimberly Burke-Parent</p>	<p><b>Safe and Supportive Learning Environment Committee</b>                  Chellie Killian-Pre-K**                  Allison Claire Castillo-K                  Stephanie Ganucheau-1<sup>st</sup>                  Latanya Williams- Jenkins-2<sup>nd</sup>                  Wendy Solomon-E#                  Tonya Tastet-E Para*                  Jolene Hartman-SPED Para                  Vanessa Camarata-SPED Para                  Kelly Benedict-SPED                  Cindy Dipuma-RR                  Melissa Schexnaydre-Nurse#                  Lori Hogan-Counselor#                  Angelle Bourgeois-ADM                  Colby Bankston-Parent                  Nikki Sevin-Parent</p>	<p><b>Engaging Stakeholders Committee</b>                  Monica Bourgeois-Pre-K Para                  Julia Berniard-K                  Miranda Zimmerman<sup>-1st*</sup>                  Charlene Morgan-2<sup>nd</sup>                  Shelly Herbert-E#                  Laurie Falgoust-SPED Para                  Jessica Verret-SPED Para                  Alexandra Hitt-SPED                  Lindsay Duhe-SPED                  Aimee Vedros-RR**                  Darnell Gaubert-Permanent Sub                  Dunia Kennedy-FC#</p>	<p><b>Technology Committee</b>                  Logan Cancienne-K                  Courtney Muller-1<sup>st</sup>                  Stephanie Knight-2<sup>nd</sup>**                  Samuel Lopez-E*                  Lakia Butler-E/Interventionist                  Jessica Bychurch-CTC#                  Anne Ardoin-E#</p>
<p><b>* Chairperson</b>  <b>** Co-Chair</b>  <b>#Itinerant</b></p>			

<b>SBLC &amp; RTI Committee</b> Lindsay Duhe-SPED * Lori Hogan-Counselor ** Sam Lopez-E/Interventionist Tonya Turgeon-E/Interventionist Wendy Lagarde/Aimee Vedros-RR Lisa Perrin-ADM	<b>CRT Committee</b> Lisa Perrin-ADM ** Lori Hogan-Counselor ** Melissa Schexnaydre-Nurse Angelle Bourgeois -ADM	<b>Test Coordinators</b> Angelle Bourgeois-ADM * Cindy Dipuma-RR	<b>Teacher Orientation/ Induction Representatives</b> Angelle Bourgeois- <sup>ADM</sup> Allison Claire Castillo- <sup>K</sup>	<b>Responsive Classroom Facilitators</b> Logan Cancienne-K Courtney Muller-1st Miranda Zimmerman-1st
<b>Handle with Care</b> Samuel Lopez-Enrichment Ursula Gaines-SPED	<b>Equity Group</b> Lisa Perrin-ADM Angelle Bourgeois-ADM Logan Cancienne-K Miranda Zimmerman-1st Stephanie Knight- 2 <sup>nd</sup> Latanya Williams- Jenkins-2 <sup>nd</sup> Ursula Gaines-SPED Kelly Benedict-SPED	<b>Safe Schools Committee</b> Lakia Butler-Interventionist Claire Matherne- Cafe Karen Dudley Custodian Angelle Bourgeois-ADM ** Lisa Harrell-sos Lori Hogan-Counselor Wendy Lagarde -RR Samuel Lopez- Enrichment** Karen Loupe Custodian Lisa Perrin-ADM Melissa Schexnaydre-Nurse Brenda Scott-Custodian Sandra Zeller-sos	<b>Discipline Committee</b> Kelly Benedict- <sup>SPED</sup> Angelle Bourgeois- <sup>ADM</sup> Lori Hogan- <sup>Counselor</sup> Lisa Perrin- <sup>ADM</sup> Tonya Tastet- <sup>Enrichment</sup>	
<p style="text-align: center;"><b>Key</b></p> <b>K=Kindergarten</b> <b>1<sup>st</sup>=Grade 1</b> <b>2<sup>nd</sup>=Grade 2</b> <b>ADM=Administration</b> <b>E=Enrichment</b> <b>MR=Math Resource</b> <b>RR=Reading Recovery</b> <b>SPED=Special Education</b> <b>* Chairperson</b> <b>** Co-Chair</b>				



## **Part 4**

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

## Student Achievement

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

Strengths	Evidence
Reading Recovery	96% discontinuing rate for full program
Promotion Rate	91%-Kindergarten 94%-1 <sup>st</sup> grade 94%-2 <sup>nd</sup> grade
Guidebook Culminating Writing Tasks	Increase of average scores from first to final task 16%-Kindergarten 12%-1 <sup>st</sup> grade 15%-2 <sup>nd</sup> grade
Parent/Teacher Conferences	86% attendance-Fall 82% attendance-Spring 92% attendance-Academic Monitoring

Challenges	Evidence
Guidebook Cold Read Tasks	Average scores of all tasks 88%-Kindergarten (relative challenge) 80%-1 <sup>st</sup> grade (relative challenge) 66%-2 <sup>nd</sup> grade
LEAP 360 Diagnostic	11% of students at mastery level in ELA 54% of students at mastery level in Writing 57% of students at mastery level in Math
Special Education subgroup promotion rate	39% - met academic requirements for promotion
Fall DIBELS	44% at or above benchmark-Kindergarten 62% at or above benchmark-1 <sup>st</sup> grade 57% at or above benchmark-2 <sup>nd</sup> grade

<b>Challenges</b>	<b>Evidence</b>
Second Grade Digital Skills Checklist	Specific Technology Tasks based on Digital Literacy Standards 67%-met the “Open Word” requirements 73%-met the “Cyber-bully-deal” requirements 60%-met the “Ctrl+alt+del: requirements 60%-met the “Plagiarism” requirements



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?
<ul style="list-style-type: none"> <li>▪ Book clubs</li> <li>▪ Co-teaching</li> <li>▪ Teacher made assessments</li> <li>○ Conduct peer observations</li> <li>○ Reflect upon lessons observed and debrief</li> <li>• Review the Eureka Math curriculum and assessments</li> </ul>	<p>September-May</p> <p>September-May</p>	<p>Time for observations; substitute coverage</p> <p>Time for collaborative meetings</p>	<p>Librarian-Tonya Turgeon</p> <p>ELA teachers Administration</p> <p>ELA teachers Administration</p>	<p>Curriculum observation tool; debriefing notes; observation schedule</p> <p>Curriculum observation tool; debriefing notes</p>
<ul style="list-style-type: none"> <li>○ Develop an understanding of lesson purpose, delivery, and assessments <ul style="list-style-type: none"> <li>▪ Develop a planning protocol (including assessments, modifications, must-do's, can-do's, debrief, and focus areas)</li> </ul> </li> <li>▪ Implement planning protocol</li> <li>▪ Observe instruction of lessons</li> <li>▪ Reflect upon effectiveness</li> <li>• Develop knowledge and understanding of the Science, Technology, Engineering,</li> </ul>	<p>August</p> <p>August-May</p> <p>September-May</p> <p>September-May</p>	<p>Time for collaborative planning</p> <p>Time for planning; planning protocol</p> <p>Time for observations; substitute coverage; curriculum observation tool</p> <p>Time for collaborative meetings</p>	<p>Math teachers Administration ITC Math Resource Teacher- Ashley Tero</p> <p>Math teachers ITC Math Resource Teacher</p> <p>Math teachers Administration ITC</p> <p>Math teachers Administration ITC</p>	<p>Math planning protocol</p> <p>Lesson plans; curriculum maps; meeting agendas</p> <p>Curriculum observation tool; debriefing notes; observation schedule</p> <p>Curriculum observation tool; debriefing notes</p>

<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?
<p>Arts, and Mathematics (STEAM) initiative</p> <ul style="list-style-type: none"> <li>○ Determine the use of technological resources that support the curricula (Louisiana Digital Literacy Standards)</li> <li>○ Attend professional development</li> <li>○ Evaluate current STEAM practices to determine future needs</li> <li>○ Promote STEAM practices</li> </ul>	<p>August-May</p> <p>August-May</p> <p>August-May</p> <p>August-May</p>	<p>Time for planning</p> <p>Time for meetings; funds for conferences; articles</p> <p>Time for evaluations; time for development of survey</p> <p>Time for planning; TSC support</p>	<p>Teachers ITC Technology Site Coordinator (TSC)-Lakia Butler</p> <p>Teachers</p> <p>Teachers Administration ITC TSC</p> <p>Teachers Administration</p>	<p>Curriculum maps</p> <p>Sign-in sheets; meeting agendas; article reflections</p> <p>Administrative notes; staff and student survey</p> <p>Newsletters; announcements; Community Morning Meeting agendas; social media</p>
<ul style="list-style-type: none"> <li>○ Provide STEAM experiences and activities <ul style="list-style-type: none"> <li>▪ Makerspace</li> <li>▪ Fall Fest</li> <li>▪ Junior Lego League</li> <li>▪ Guest speakers</li> <li>▪ Library resources</li> <li>▪ STEAM family night</li> <li>▪ Theater experiences</li> <li>▪ Enrichment Activities</li> </ul> </li> </ul>	<p>August-May</p>	<p>Time for planning; TSC support; funds for consumables and presentations</p>	<p>TSC Family Literacy Teacher-Dunia Kennedy</p> <p>Teachers Administration TSC Family Literacy Teacher</p>	<p>Calendar and schedules; social media; student products; evaluations</p>
<p>Implement a data review system to determine the specific needs of students and establish next steps</p> <ul style="list-style-type: none"> <li>● Participate in data review</li> </ul>				

<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?
<ul style="list-style-type: none"> <li>○ Review and analyze student work and/or behavior data</li> <li>○ Determine next steps, implement interventions, and monitor student progress</li> </ul>	<p>August-May</p> <p>August-May</p>	<p>Time for meetings; behavior data; student work</p> <p>Time for meetings; intervention support</p>	<p>Teachers Administration</p> <p>Teachers Administration Interventionists</p>	<p>Anecdotal notes; behavior reports; data review binder; support team meeting form</p> <p>Anecdotal notes; data review binder; support team meeting form</p>
<p>Implement strategies for differentiation among the special education sub-group</p> <ul style="list-style-type: none"> <li>● Attend professional development in regards to co-teaching</li> <li>● Collaborate to determine differentiation needs</li> <li>● Implement co-teaching practices</li> <li>● Observe and give feedback on co-teaching practices</li> <li>● Determine effectiveness of lessons taught</li> </ul>	<p>August-May</p> <p>August-May</p> <p>August-May</p> <p>August-May</p> <p>August-May</p>	<p>Time for meetings</p> <p>Time for collaborative meetings</p> <p>Time for planning</p> <p>Time for observations</p> <p>Time for meetings</p>	<p>Inclusion Teachers Special Education (SPED) Teachers Administration Special Education Instructional Facilitator</p> <p>Inclusion Teachers SPED Teachers Administration</p> <p>Inclusion Teachers SPED Teachers</p> <p>Administration</p> <p>Inclusion Teachers SPED Teachers Administration</p>	<p>Sign-in sheets; meeting agendas</p> <p>Calendar; meeting notes</p> <p>Lesson plans; curriculum observation tool</p> <p>Curriculum observation tool</p> <p>Curriculum observation tool; debriefing notes; student work</p>

## Staff Excellence

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

Strengths	Evidence
Teacher Effectiveness	<p>4.31 out of 5.0 rated on the stakeholder (parent) survey for the indicator: “My child’s teachers provide curriculum and learning experiences that meet his/her needs.”</p> <p>3.4 Overall COMPASS score</p>
Feedback	<p>4.36 out of 5.0 rated on the stakeholder (staff) survey for the indicator: “I receive feedback from my supervisor regarding my professional performance.”</p>
Planning and Preparation	<p>100% of teachers met the expectation on the Guidebook curriculum observation tool for the indicator: “There is an organization system for unit materials, both the classroom materials (e.g., texts, highlighters, sticky notes) and individual student materials (e.g., handouts and reading logs).”</p> <p>3.8 Setting Instructional Outcomes Component on COMPASS scores</p>

Challenges	Evidence
Engaging Students in Learning	<p>67% of teachers met the expectation on the Eureka curriculum observation tool for the indicator: “Students are actively doing math, not just watching the teacher, or copying math on the board.”</p> <p>71% of teachers met the expectation on the Eureka curriculum observation tool for the indicator: “Students have opportunities to talk about their mathematical thinking and reasoning.”</p> <p>39% of teachers met the expectation on the Guidebook curriculum observation tool for the indicator: “Students can reference or explain what they are expected to know and do by the end of the unit.”</p>
Professional Learning	<p>4.03 out of 5.0 rated on the stakeholder (staff) survey for the indicator: “I have regular opportunities at work to learn and grow.”</p>



## 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. To increase the percentage of teachers receiving highly effective on engaging students in learning on the COMPASS rubric from 56% to 60%.

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?
Observe and provide feedback focusing on the alignment of the taught and assessed curricula <ul style="list-style-type: none"> <li>• Provide professional development for curriculum               <ul style="list-style-type: none"> <li>○ Review the curriculum observation data</li> <li>○ Customize the curriculum observation instrument by adding components specific to our school</li> <li>○ Revisit lesson protocol and expectations</li> <li>○ Observe teachers and reflect on curriculum implementation across grade levels</li> <li>○ Provide oral and/or written feedback on curriculum implementation</li> </ul> </li> <li>• Provide professional development for academic support personnel (paraeducators, kindergarten monitors and interventionists) to improve their support of students               <ul style="list-style-type: none"> <li>○ Professional development topics: curricula, assessments, small group instruction, IEP requirements and lesson modifications</li> </ul> </li> </ul>	August-May	Time for meeting; handouts; curriculum audit results; stipends; time for observations; data from curriculum observation instrument	Teachers Administration Staff ITC	Sign-in sheets; meeting agendas; meeting schedule; curriculum observation instrument; administrative spreadsheet; actionable feedback
	August-May	Stipends for classified and professional staff; time for meetings	Administration Teachers Paraeducators ITC	Actionable feedback; sign-in sheets; meeting agendas; meeting schedules

<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?
<ul style="list-style-type: none"> <li>○ Observe the support personnel and provide oral and/or written feedback</li> </ul>				
<p>Provide time and support for Special Education collaboration among all service providers</p> <ul style="list-style-type: none"> <li>• Collaborate in regards to the special education subgroup <ul style="list-style-type: none"> <li>○ Collaborative meeting topics: curricula, shared responsibilities, assessments, report card expectations, small group instruction and Individual Education Plan (IEP) requirements and lesson modifications</li> <li>○ Implement strategies and note modifications needed</li> </ul> </li> </ul>	August-May (monthly)	Time for meetings; IEP copies in folders; collaboration log; stipends for classified and professional staff	Administration Teachers Paraeducators	Sign-in sheets; meeting agendas, schedules, and notes; collaboration log

## Safe and Supportive Learning Environments

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

Strengths	Evidence
Safe Learning Environment	4.43 out of 5.0 rated on the stakeholder (parent) survey for the indicator: "Our school provides a safe learning environment."  4.43 out of 5.0 rated on the stakeholder (staff) survey for the indicator: "Our school ensures that the facilities support student learning."
Student Interventions after second referral	69% of the students who received referrals were non-repeat offenders
Consistent implementation of CARES and Essential 11	86% of our students did not obtain a referral

Challenges	Evidence
Repeat Offenders	66% of all referrals
Special Education Subgroup	42% of all referrals 42% of referrals by repeat offenders
Student Interventions after first referral	39% of students who obtained a referral did not receive a second referral



<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?
<ul style="list-style-type: none"> <li>• Restructure lessons, revise topics, and implement “Make It Matter Monday” morning meetings</li> </ul>	August-May	Time for lesson review and revision; stipends	Technology Committee School Improvement Team (SIT) Teachers	Sign-in sheets; meeting agendas; Promethean flipcharts
<ul style="list-style-type: none"> <li>• Implement school incentive programs (Star Student, Rising Star, Reef of the Week, No-Referral Celebrations)</li> </ul>	August-May	Crown and certificate costs; decorations and treats for lunch table of the week	Safe and Supportive Learning Environment Committee	Discipline data reports; cumulative star students and lunch table of the week log
<ul style="list-style-type: none"> <li>• Develop an understanding of the definition of bullying</li> </ul>	August-May	Time for lessons	Counselor	Lesson plans
<ul style="list-style-type: none"> <li>• Identify students who are at risk for referrals</li> </ul>	August-May	Time for planning and collecting data/reports; time for meetings; costs for activity resources and supplies	Administration Teachers	List of participants; discipline data reports; sign-in sheets; meeting agendas
<ul style="list-style-type: none"> <li>○ Implement mentor meetings (Mid-week Mash-up)</li> </ul>	September-May (weekly)		Family Literacy Teacher-Dunia Kennedy	
<ul style="list-style-type: none"> <li>○ Implement a lunch with the counselor for targeted students</li> </ul>	September-May (bimonthly)		School Counselor-Lori Hogan	
<ul style="list-style-type: none"> <li>○ Continue to develop positive relationships with students by visiting their homes and/or making personal phone calls to invite the families to school</li> </ul>	August-May		Discipline Committee Safe and Supportive Learning Environment Committee	
<ul style="list-style-type: none"> <li>○ Brainstorm appropriate interventions for repeat offenders and sub groups</li> </ul>	August-May (monthly)			

## Engaging Stakeholders

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

Strengths	Evidence
Stakeholder survey	4.30 out of 5.0 rated on the stakeholder (parent) survey overall average 4.19 out of 5.0 rated on the stakeholder (staff) survey overall average
Parent/Teacher Conferences	86% attendance-Fall 82% attendance-Spring 92% attendance-Academic Monitoring
PTA Membership	Membership doubled from previous year
Open House	144 attendees
United Way Campaign	95% participation in United Way Campaign

Challenges	Evidence
Stakeholder Action Group	13 attendees for three possible meetings
Fall Fest Academic Activity	33 attendees out of 313 participants

## 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. To increase parent attendance at Open House from 57% to 62%
2. To increase parent attendance at academic activities during Fall Fest from 11% to 16%

<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?
<p>Build and engage in relationships with families, community members, and business partners in an effort to support teaching and learning</p> <ul style="list-style-type: none"> <li>• Call and make introductions to students' parents</li> <li>• Invite a variety of stakeholders to attend stakeholder action group meetings               <ul style="list-style-type: none"> <li>○ Inform parents, recreation coaches, clergy representatives, business partner, scout leaders, and local business owners</li> <li>○ Include follow up articles in the newsletter with discussed topics</li> </ul> </li> <li>• Incorporate strategies for all stakeholders to attend Open House               <ul style="list-style-type: none"> <li>○ Personal phone call home to parents</li> </ul> </li> </ul>	<p>August</p> <p>August- May</p> <p>August</p>	<p>Time for phone calls; student information sheet</p> <p>Time for planning and implementation; newsletters; invitations</p> <p>Time for phone calls; stickers; flyers; photo prop materials; creation of evaluation; bus cost</p>	<p>Teachers</p> <p>Administration School Office Specialist Family Literacy Teacher</p> <p>Teachers Administration Family Literacy Teacher</p>	<p>Parent communication log</p> <p>Sign-in sheets; meeting agendas; group evaluations; newsletters</p> <p>Sign-in sheets; digital evaluation; paper evaluation</p>







# AES Improving Student Learning Through Federal Program Funding

## Goals:

1. Reading Recovery discontinuing rate of 90% or higher for full program students.
2. Full Reading Recovery program students discontinuing the program reading an average text level of 20.
3. Second grade students demonstrating an average growth of five text levels.

Action Steps	Time Line	Estimated Resources	Persons Responsible	Method of Monitoring
Identified 1st grade students will participate in Reading Recovery.	Daily for 20 weeks August 19 – May 20	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 19 – May 20	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
20 identified 4-year-old students will participate in developmentally appropriate activities during the school day.	Daily August 19 – May 20	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
Full time class-size reduction teacher to reduce the student: teacher ratio in first grade classrooms in an effort to improve student growth.	Daily August 19 – May 20	Title II Salary & Benefits for 1 Teacher	Principal Teacher Director of Federal Programs Title I Coordinator	Formal Observations Informal Observations End of Year Growth Results

# AES Staff Development Through Federal Program Funding

Action Steps	Time Line	Estimated Resources	Persons Responsible	Method of Monitoring
Weekly collaboration with identified Reading Recovery and Literacy Students' classroom teachers to discuss student progress.	Monthly September 19- May 20	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 19 – May 20	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 19 - May 20	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

# AES Family Engagement 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 19 – May 20	Title 1 Salary & Benefits for .6 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 19 - 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 19 - September 20	\$200 for M & S	Family Center Teacher Title 1 Coordinator Director of Federal Programs	Agenda Sign-in sheet Compact