

**2020-2021  
SCHOOL IMPROVEMENT PLAN**

**International  
School of  
Louisiana**

*This schoolwide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).*

## 1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the State academic standards and any other factors as determined by the school and District.*

### STRENGTHS

### WEAKNESSES

<p>The 2019 LEAP Student Growth to Mastery Index was 95.3 points. ISL received an A rating for Growth. (2018 is the first year schools had this index score available to them.).</p>	<p>ISL's 2019 LEAP Assessment Index scores have declined over the past two years; that said, our scores have remained relatively the same without much movement (difference). A focus on improving student scores should increase our Assessment Index and demonstrate forward momentum.</p>
<p>The overall ELA LEAP 2025 Assessment Index has remained our strongest content area. ISL students are always in the top 10 highest scoring schools in the New Orleans metro area - the list includes highly selective schools - ISL is an open enrollment school.</p>	<p>Areas of weakness have been our grade 3-5 Social Studies LEAP 2025 Assessment Index as well as Math in general..</p>
<p>ISL LEAP 2025 subgroup for students with disabilities continues to outperform the State average - by 94%. ISL has been designated an Equity Honoree.</p>	<p>The % of SpEd students enrolled at ISL continues to lag behind the state and metro average. The Enroll NOLA algorithm has been adjusted to prioritize students with IEPs for admission into Kindergarten and First Grade. Teachers need training to be able to meet the needs of these students.</p>

**DATA SOURCES:** School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Category/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ANet benchmark testing, DELF scores, DELE scores, Discipline Data

## GOALS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis*
- *Must Include at Least 1 Subgroup Goal*

1. From Spring 2019 to Spring 2021, the students in the subgroup “Students With Disabilities” will increase their Top Growth Index on the LEAP 2025 by at least 2 percentage points from 53% to 55%.

2. From Spring 2019 to Spring 2021, the percent of students achieving Mastery or above in the LEAP 2025 Math will increase from 40% to 43%.

3. From Spring 2019 to Spring 2021, grade 3-5 students achieving Basic on the LEAP 2025 Social Studies Assessment will increase 4% points at each grade level.

## 2. PARENT AND FAMILY ENGAGEMENT

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p><b>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</b></p> <p><b>Design:</b></p> <ul style="list-style-type: none"> <li>• Website/Comment Feedback Button: The SIP plan will be available on the International School of Louisiana website. Parents and community members may offer input and/or give feedback on the SIP plan via web-based form.</li> <li>• The SIP plan is available in the front office of each campus for parents to review and offer input and feedback.</li> <li>• Coffee and Croissants (formalized family engagement meetings with administrators) meetings that happen 3 times annually.</li> <li>• Due to the ongoing COVID-19 pandemic, some or all of these events may be held virtually.</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Parent Survey in Spring - Parents are invited to give input on many issues including the school's SIP plan and implementation.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets used to support this activity:</b></p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> 8g</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Other</p>	<p><b>Items Needed:</b> Copies of the SIP plan School website</p>	<p><b>Effectiveness Measure:</b> Family Survey; Parent/Family Feedback on Website; Meeting Notes</p> <hr/> <p><b>Effectiveness Results:</b></p>

<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>● Back to School/ Annual Title One Fall meeting with parents to discuss standards, curriculum, grade level expectations, classroom routines &amp; procedures, school wide communication and calendar of events.</li> <li>● Families are invited to meet 3 times annually with administrators to discuss Family Engagement, School Improvement and other issues that may be of concern or interest.</li> <li>● Teacher/Parent Conferences - Parents are invited to school to meet with the teacher and other school personnel to discuss student academic and behavioral success at school.</li> <li>● IEP Meetings - Parents of students with disabilities participate in creating Individualized Education Plans for their children.</li> <li>● Grade level Orientation/Meet and Greet- Parents and students are invited to meet their teacher/s and support staff, before the first day of school, deliver their supplies, and acclimate themselves to the school and classrooms.</li> <li>● Special Education Advisory Council Meetings</li> <li>● Due to the ongoing COVID-19 pandemic, some or all of these events may be held virtually.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li>■ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> 8g</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Copies of SIP plan, Parent Conference Invitations, Conference agendas and forms, including intervention forms and data</p> <p>Copies of IEPs and Behavior Plans</p> <p>Back to School Title One Schedules and Agendas and Sign-in Sheets</p> <p>Meet and Greet/Orientation Schedules and Agendas and Sign-in Sheets</p>	<p><b>Effectiveness Measure:</b> Parent Feedback to Administration and Teachers, Sign-In Sheets</p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>
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<p><b>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>● The school’s weekly electronic newsletter The Tidbits.</li> <li>● Home School Connection Folders – Teachers send home graded work, notes, and reminders in folders daily.</li> <li>● Google Classroom MS Parents can log in to check student’s assignments, missed assignments, and absences. Also, parents can see information regarding the student’s progress and behavior and can communicate with the teacher about their findings.</li> <li>● School Website – Parents can check the School Website for information about teachers, curriculum, upcoming events, school initiatives, and review policies procedures, events, school supplies, etc.</li> <li>● Meet and Greet – Parents and students are invited to meet their teachers before the first day of school, deliver their supplies, and acclimate themselves to the school and classroom.</li> <li>● Back to School Title One– Fall meeting with parents to discuss standards, curriculum, grade level expectations, classroom routines and procedures, and upcoming events.</li> <li>● Parent Conferences – These meetings are held to discuss student progress as needed.</li> <li>● Due to the ongoing COVID-19 pandemic, some or all of these events may be held virtually.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li>■ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> 8g</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>School Newsletters  Student Progress Reports  Informational Flyers  School Website  Meet and Greet Schedule  Open House Schedule and Materials  Student Progress Documentation and Data</p>	<p><b>Effectiveness Measure:</b></p> <p>Assessment Data  Parent Feedback  Sign-in Sheets from Back to School, Meet and Greet/Orientation and Parent Meetings</p> <p><b>Effectiveness Results:</b></p>
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<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, <b>to the extent practicable.</b> <i>(Title VI of the Civil Rights Act of 1964)</i></li> <li>Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a translator.</li> </ul>	<p><b>Goal(s):</b> <b>1, 2, 3</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> 8g</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> All reports indicated, including the SIP</p>	<p><b>Effectiveness Measure:</b> Parent Sign-in sheets Parent Feedback</p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>
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*Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.*

*In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.*

<p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>Meet and Greet/Orientation/Title One Meetings (August) include: Annual Review of curriculum, State Standards, School and State Assessments, Transportation, Before and After Care, Family Student Handbook and Code of Conduct (general school policies and procedures around student learning such as the no homework policy, etc.).</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> GFF <input type="checkbox"/> 8g <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Other	<p><b>Items Needed:</b> Slide show Handouts</p>	<p><b>Effectiveness Measure:</b> Parent Sign-in Sheets Parent Feedback</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>Back to School Event (September)– Parents are invited to meet with classroom teachers to experience how their children learn in an ISL classroom and to receive more specific information and other parent resources so parents can be effective partners with teachers in their child's learning.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> GFF <input type="checkbox"/> 8g <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Other	<p><b>Items Needed:</b> <b>Copies of State Standards</b> <b>Copies of Assessments</b> <b>Copies of Parent Resources</b></p>	<p><b>Effectiveness Measure:</b> Sign-in Sheets Parent Feedback</p> <hr/> <p><b>Effectiveness Results:</b></p>



<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li>• Mid-Year capacity building activities for families with content and varied times to meet the needs of different age groups, academic and developmental needs. Examples: Ages and stages - overview of developmental stages of academic and social emotional growth in children; Eureka Math - what is it and how to help your child; Parenting a child with a learning disability; How to help your child learn when they are learning in another language.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li>■ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> 8g</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Agendas and handouts</p>	<p><b>Effectiveness Measure:</b> Parent Sign-in Sheet Parent Feedback</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 4:</b> <b>Transition Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>2nd to 3rd Grade (Dixon to Uptown)</b>--Uptown Campus 8th grade students visit the Dixon Campus and present information to the 2nd grade classes about the Uptown Campus and what they can expect when they make the transition to 3rd grade and the Uptown Campus. 2nd grade students visit the Uptown campus during International Week and visit 3rd grade classroom presentations, parents are invited to participate.</li> <li>• <b>5th to Middle School (Wesbank and Uptown to Uptown Middle School)</b>--We host a day for 5th grade students from both campuses come to the Uptown Campus and experience a half day of their schedule where they move from class to class and learn more from their teachers about what they will be learning. Administration from the Uptown Campus meets with 5th Grade Parent on the Westbank and Uptown to address their specific needs about making the transition</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> 8g</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Copies of Resources and Tidbits</p>	<p><b>Effectiveness Measure:</b> Parent Feedback</p> <hr/> <p><b>Effectiveness Results:</b></p>

<p>to Middle School at the Uptown Campus</p> <ul style="list-style-type: none"> <li>● <b>8th Grade Transition to High School and Leaving ISL</b>--8th Grade Parents are invited to a meeting where they learn about applying to high school (Oct). 8th grade advisors work with students to prepare them to pick a high school. 8th grade students prepare presentations for the 2nd grade students about coming to the Uptown Campus as a way of helping them say good-bye to the Uptown Campus.</li> </ul>				
<p><b>Parent Family Engagement Activity 5:</b> Collaborating with the Community:</p> <ul style="list-style-type: none"> <li>● Assemblies, Open Studios</li> <li>● LEAP parent meeting</li> <li>● Field Trips</li> <li>● Parent/Teacher Conferences</li> <li>● Middle School Science Fair</li> <li>● Bookfair</li> <li>● Family Science Night</li> <li>● Fabulous Fortnight Showcase</li> </ul>				

\*Due to the ongoing COVID-19 pandemic, some or all events may be held virtually.

### 3. SCHOOLWIDE PLAN STRATEGIES

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*
- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*
- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

### Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<b>Rigorous, Standards-Based Curriculum:</b> <ul style="list-style-type: none"> <li>● Achievement Network PD, Coaching and Benchmark assessments</li> <li>● Social Studies - The use of LDOE to redesign Social Studies Curriculum, Instructional Tasks in translation, Eureka Math – Rigorous Math instruction for all grades</li> <li>● Focused Modeled Writing</li> <li>● PD Strategies: UDL Roots Connected PD grades K-5</li> </ul>	<b>Goal(s):</b> 1, 2, 3	<b>Budgets used to support this activity:</b> <ul style="list-style-type: none"> <li>■ Title I</li> <li>■ Title II</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> 8g</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> ANet 2 Eureka Math materials Translated versions of the state Social Studies Curriculum. School-wide	<b>Effectiveness Measure:</b> LEAP Assessment results – Indexes and subcategory scores Quarterly/final grades Weekly Assessments and daily exit tickets Interim Benchmark assessments for Social studies. <hr/> <b>Effectiveness Results:</b>

<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>● LEAP 2025</li> <li>● SLTs</li> <li>● ANet Benchmarks</li> <li>● iReady</li> <li>● Unit Assessments and Exit Tickets in T/ELA, Math, and Social Studies</li> <li>● Writing Rubrics</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li>■ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> 8g</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li>■ Other</li> </ul>	<p><b>Items Needed:</b> <b>Testing Materials</b></p>	<p><b>Effectiveness Measure:</b> Weekly Grades Semester Grades/Progress reports LEAP 2025 SLT Results ANet</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies Specific to Students with Disabilities:</b> UDL will be used by all teachers to create a more effective learning environment for students with disabilities.</p>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> 8g</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Professional Development  materials; assessments, checklists</p>	<p><b>Effectiveness Measure:</b> administrative observations IEP objectives met SpEd progress reports</p> <hr/> <p><b>Effectiveness Results:</b></p>

<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</b> ISL is an immersion school which allows students to access the curriculum in Spanish and French as well as English. If there is a student who falls outside of those two languages additional EL support is provided on an individual basis (these are rare exceptions)</p> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>• EL is offered as additional pull out support for those students not able to access the EL curriculum via the gen ed dual language curriculum. The Wilson Reading program is used as well as grade appropriate small group or individual support.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> 8g</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> EL materials and software</p>	<p><b>Effectiveness Measure:</b> Individual student progress Classroom grades; assessment results ELPT results</p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>
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## ***Interventions for At-Risk Students***

<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• DIBELS, iReady, ELDA, Normed teacher created assessment, MTSS Process</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> 8g</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li>■ Other</li> </ul>	<p><b>Items Needed:</b> <b>Assessment tools</b></p>	<p><b>Effectiveness Measure:</b> <b>Student Assessment and progress monitoring</b></p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• Students in need of intervention receive regular support via both push-in and pull-out support services.</li> <li>• In addition, students have opportunities for study hall and academic advising as part of the Advisory program.</li> <li>• Second Steps program</li> <li>• Social Workers - 4 schoolwide</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> 8g</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed: S</b></p>	<p><b>Effectiveness Measure:</b> <b>Student Assessment Data</b></p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>

<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• MTSS</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> 8g</li> <li>■ IDEA <ul style="list-style-type: none"> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Other</li> </ul> </li> </ul>		<p><b>Effectiveness Measure:</b> Student Assessment Data</p>
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<p><b>Interventions Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>● Teachers use a multisensory approach to teaching and learning.</li> <li>● Students receive small group instruction to address learning deficits.</li> <li>● Students receive individualized instruction at their instructional level with accommodations and modifications as indicated in their IEP.</li> <li>● Students that qualify receive additional services such as Speech, adapted P.E., Occupational Therapy, and Physical Therapy.</li> <li>● BIPs, FBA</li> </ul>	<p><b>Goal(s):</b> <b>1, 2, 3</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> <b>Materials and supplies, including assistive technology; programs (Second Steps; Watermelon, etc.); Outside service providers</b></p>	<p><b>Effectiveness Measure:</b> <b>Student Assessment Data; SpEd progress reports</b></p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>
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<p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21<sup>st</sup> Century, before or after school tutoring, field trips):</b></p> <ul style="list-style-type: none"> <li>● In-house Field Trips tied to content</li> <li>● Girls on the Run</li> <li>● 21st Century After School Program partnership</li> <li>● T.R.E.E.</li> <li>● Goat in the Road</li> <li>● ADL (Anti -Defamation League)</li> </ul>	<p><b>Goal(s):</b> <b>1, 2, 3</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> 8g</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li>■ Title IV</li> <li>■ Other</li> </ul>	<p><b>Items Needed:</b></p> <p><b>Community Partners Parent Volunteers</b></p>	<p><b>Effectiveness Measure:</b> Student Assessment Data Participation Data</p> <p><b>Effectiveness Results:</b></p>
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## ***Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas***

<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>Due to the transient and often unstable environments that many of our school's students experience, full-time <b>Mental Health Provider (MHP)/ Social Workers</b> will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> 8g</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li>■ Other</li> </ul>	<p><b>Items Needed:</b> MHP - Contracts with Milestones, Two-Steps etc., ADL, ADA, Jewish Family Services (Teen Life Counts)</p>	<p><b>Effectiveness Measure:</b> Outcomes</p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>
<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>The School Social Workers provide individual, small group, and classroom social and emotional instruction.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> 8g</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li>■ Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Social Worker Caseloads - number of students released, etc. Measures Student Assessment Data</p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>

<b>Implementation of a schoolwide tiered model to prevent and address problem behavior:</b>				
<b>Strategies Used to Prevent and Address Problem Behavior:</b> <ul style="list-style-type: none"> <li>ISL uses a restorative justice model tied to a tiered approach outlined in the school's Code of Conduct.</li> </ul>	<b>Goal(s):</b> <b>1, 2, 3</b>	<b>Budgets used to support this activity:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> 8g</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> <b>Positive Behavior PD agenda &amp; sign in sheets</b> <b>Discipline data</b>	<b>Effectiveness Measure:</b> Student Behavior Data Student Success Data <hr/> <b>Effectiveness Results:</b>

<b>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<b>Transition Activities for Incoming and Outgoing Students:</b> <ul style="list-style-type: none"> <li>Incoming- Open House</li> <li>Back to School Meet and Greet</li> <li>Administrators Across Schools meet to discuss incoming students, as well as, behavior and academic needs.</li> <li>Activities at grades: 2, and 5, for campus and grade level transitions</li> <li>High School Fair and parent presentation for 8th grade families</li> </ul>	<b>Goal(s):</b> <b>1, 2, 3</b>	<b>Budgets used to support this activity:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> 8g</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> Event Schedules & Agendas	<b>Effectiveness Measure:</b> Student & Family Participation <hr/> <b>Effectiveness Results:</b>

\*Due to the ongoing COVID-19 pandemic, some or all of these events may be held virtually.

## **Professional Development**

**High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:**

<ul style="list-style-type: none"> <li>● UDL</li> <li>● ANET</li> <li>● Eureka Math</li> <li>● LACUE</li> <li>● Roots Connected</li> </ul>	<b>Goal(s):</b> 1, 2, 3	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> Title II <input type="checkbox"/> GFF <input type="checkbox"/> 8g <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Other	<b>Items Needed:</b>	<b>Effectiveness Measure:</b> Assessment Data, Teacher Sign-in Documentation  ----- <b>Effectiveness Results:</b>
<b>Other Professional Development:</b> <ul style="list-style-type: none"> <li>● Handle with Care</li> <li>● DELF and DELE certification</li> <li>● State P.E. conference</li> <li>● Standards Institute</li> <li>● Language Immersion Workshops such as ACPI congress</li> <li>● Orff Certification</li> <li>● Center for Restorative Approaches-Introduction to Restorative Approaches and Addressing Racism Together (A.R.T)</li> <li>● Positive Behavior</li> </ul>	<b>Goal(s):</b> 1, 2, 3	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> Title II <input type="checkbox"/> GFF <input type="checkbox"/> 8g <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Other	<b>Items Needed:</b> Resource	<b>Effectiveness Measure:</b> Student Assessment Data Teacher Sign-in Sheets and Training Certificates  ----- <b>Effectiveness Results:</b>

**Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:**

- Teacher Praxis
- Tuition reimbursement
- Certification renewals

***Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:***

**McKinney Vento:**

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, IDEA, and McKinney Vento funds.

**Food Services:**

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

**Special Education:**

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

**English as a Second Language (ESL):**

- Identified LEP students receive services from teachers or paraprofessionals at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

**21<sup>st</sup> Century Programs:**

- Students in participating schools apply to attend the 21<sup>st</sup> Century afterschool programs during the school year and during the summer.

#### **4. Regular Monitoring and SIP Revision**

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State's annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

**Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:**

- Student interim benchmark assessment data will be monitored during data analysis meetings that will drive instruction and determine intervention needs for individual students.
- Teachers will use weekly, monthly, and unit testing to monitor student success towards identified goals.
- SLT results will be used to determine student academic success in Social Studies and Math.
- Special Education teachers will analyze student assessment data and growth towards IEP goals to determine student success and to drive revision of IEP goals for individual students.
- 2019 LEAP test scores will be used to evaluate goals and drive the design of new goals.
- All student data will be used to determine the success of the 3 SIP goals identified for this school year.

**Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:**

- **The SIP Team will meet in November 2020 and May 2021 to analyze overall student data as well as student programs that were implemented this school year.**

**Describe how and when the evaluation results of the SIP are reported to the school's stakeholders (faculty, staff, parents/families, and community members):**

- Our SIP evaluation results will be reported during the 2020/2021 school year once LEAP scores are in and can be analyzed. The results will be reported through Coffee and Croissant meetings and through a SIP information sheet distributed to families.

## 2020-2021 Committee Members

### School Improvement Planning Committee

Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP

**Members Include:**

- Head of School: Melanie Tennyson
- Principals: Laura Adelman-Cannon, Rosa Alvarado, Brandon Ferguson
- Assistant Principal: Jairo Maldonado
- Teacher: Paloma Picon
- Teacher: Karen Marshall
- Teacher: Jean Baptiste Chambord
- Family:
- Family: Laura Romero & Juan Palafox
- Community: Todd Schaefer

### Parent/Family Engagement Committee

Responsible for the PFE implementation of the SIP

**Members Include:**

- Head of School: Melanie Tennyson
- Principals: Laura Adelman-Cannon, Rosa Alvarado, Brandon Ferguson
- Chief of Staff: Susan Chapman
- Target Language Materials and Assessments Coordinator: Lucia Hammer
- Karla Cochran: Communications
- Family Liaisons: Martha Pena, Kristen Jenson, Catalian Colbert