

Abita Springs Elementary
Pre-Kindergarten through Third Grade
Rebecca Stogner
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2014-2015

1.COMPREHENSIVE NEEDS ASSESSMENT

(Look at page 44 of the Data Analysis Template for 1a and 1b)

STRENGTHS

<u>1a. Results of Comprehensive Needs Assessment</u>		<u>1a. Measures used to Determine School Needs:</u>
STRENGTHS		DATA SOURCES
White subgroup has the largest % of proficient students.	1	iLEAP
We have more advanced and mastery students in both ELA and math than the district and the state.	2	iLEAP
Kindergarten consistently shows an increase in the number of students at benchmark and the end of the year and a decrease in the number at risk at the end of the year.	3	DIBELS' scores
A differentiated math lesson from Accelerated Math for second and third grade students remediate and accelerates student math skills.	4	STAR Math assessment
High parental satisfaction rate (84.3%)	5	Spring 2014 Parent Involvement Survey

CHALLENGES

<u>1b. Results of Comprehensive Needs Assessment</u>		<u>1b. Measures used to Determine School Needs:</u>
CHALLENGES		DATA SOURCES
Students with disabilities have a significant achievement gap in both ELA and Math compared to the white subgroup.	1	iLEAP
In all areas of iLEAP students showed a weakness in non-multiple choice type answers.(Constructed response and tasks.)	2	iLEAP
The number of students at benchmark on DIBELS in third grade at the end of the year has decreased over the last two years.	3	DIBELS
Most discipline incidents occur from the same small percentage of students.	4	JPAMS
20.3% of parents do not attend parental involvement activities due to a lack of childcare.	5	Spring 2014 Parent Involvement Survey

GOALS

<u>1c. Goals based upon Challenges and/or Maintaining Strengths</u>
GOALS

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1 By June 2015, 55.8% of students with disabilities will score proficient on the state test in ELA and 41.3% of students with disabilities will score proficient on the state test in Math.
2 By May 2015, 65% of students will score proficient in ELA & Math on the constructed response section on the iLEAP test.
3 By May 2015, 80% of students in third grade will score at Benchmark on the Spring DIBELS assessment.
4 By May 2015, decrease the percentage of students who have repeated discipline incidents as evidenced by data in JPAMS.
5 By May 2015, decrease the percentage of parents not attending PI activities due to lack of childcare and increase overall parental awareness of the Title 1 program and evaluation opportunities as evidenced by data collected through the Title I Parent Survey.

2. SCHOOL-WIDE REFORM STRATEGIES to be used in your SIP. Please check all that apply.

- ☒ Response to Intervention
- ☒ Job-Embedded Professional Development
- ☒ Data-Driven Decision-Making
- ☒ Meaningful Engaged Learning
- ☒ Curriculum Alignment
- ☒ Differentiated Instruction

3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Enter the percentage of your staff that is highly qualified 96%

- The HR department requires that all schools keep a folder on each teacher documenting their HQ status. This information is reported to HR on a spreadsheet at the beginning of each school year and Title I schools report this information to the Title I office on the Attestation Form.
- The parish requires that all paras meet HQ status before they can be considered for employment.

4. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<u>Whole Faculty Study Group-</u> <ul style="list-style-type: none"> • <u>Grade Chairperson meetings-</u> Every month grade level chairpersons meet with the principal, assistant principal, and TRT to discuss school wide topics. After school stipends paid through Title 1 funds. <ul style="list-style-type: none"> • <u>Grade Level meetings-</u> The main focus for our PD for the year is on ELA and Math curriculum. All after school stipends for the teachers will be paid through Title 1 funds. 	10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money	Item(s) to be purchased to support this activity: Handouts Poster paper Poster Printer Ink Stipends and benefits Substitutes

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<p>Teachers will meet for 2 hours each month to discuss ways to improve constructed response items on standardized testing, raising the number of students who score on or above level on the DIBELS test, and discuss interventions and accommodations to help our students with disabilities on standardized testing. They will discuss topics such as but not limited to...</p> <ul style="list-style-type: none"> • FCRR interventions and strategies for our low performing students • Math and ELA strategies for helping students with constructed responses • different ways to teach students how to find text-based evidence • reading and responding strategies • <u>Whole Faculty Study Groups</u>- Teachers will meet 3 to 5 times to discuss and plan for the changes in the Common Core Math and ELA curriculum. <ul style="list-style-type: none"> • 9.16.14- Curriculum specialist is coming to discuss the new writing rubrics used for scoring beginning, middle, and end of year assessments. • 10.14.14- Curriculum specialist is coming to discuss new math curriculum and changes to it made by the school board. • 10.15.14- Special education department came to discuss different strategies, interventions, and accommodations to help improve scores of our special education students. • 11.7.14- Curriculum specialist is coming to discuss the ELA PARCC assessments 	<p><u> X </u> Other</p>	
<p><u>Professional Development Outside of WFSG</u></p> <ul style="list-style-type: none"> • <u>Faculty meetings for parish and state mandated trainings</u> Add topics here as they happen - Teacher Leader Math/ ELA meetings 10.23.14 • <u>Parish required PD days</u> - On-going 	<p>10. BUDGETS used to support this activity:</p> <p><u> X </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II <u> </u> LA4 <u> </u> IDEA</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> • Snacks • Drinks • Paper • Ink/toner

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<ul style="list-style-type: none"> • 8.4.14-Discuss special education rights and privacy laws for students, assessments and AdvancedED toolkits, Compass evaluations, PBIS, and changes in curriculum • 8.5.14- AR rewards and incentives, textbooks, graphic arts, novels, curriculum needs and concerns, FCRR interventions. • 8.6.14- Safety on campus, JPAMS, DIBELS, Title 1 compacts, media releases, KIT, Lesson plans, AED, Safe schools trainings • AdvancedEd meeting 10.10.2014 • Common Core Math Curriculum 10.10.14 • Send 3 teachers to LACUE • 11.14.14- 4 Kindergarten teachers attend Kindergarten state conference • 11.13.14 - 4 Pre-K teachers attend the Pre-K state conference • Send 2 teachers to First Grade State Conference • Send all second grade teachers to parish wide math curriculum trainings • Send 2 teachers to Third Grade Conference • List any outside of school places we go must tie back to goals for your school 	<p>_____Title III _____Bond Money <u> X </u>Other (PTA)</p>	<ul style="list-style-type: none"> • Core Curriculum supplies • Registration for various conferences • Travel and hotel stay • Substitutes and benefits • Stipends and benefits
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5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS: *See Attached District Plan.*

6. PARENTAL INVOLVEMENT: What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.

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<p><i>their child's education.--- IEP meetings, SAT meetings, Speech evaluations, teacher conferences, iLEAP conferences, extra music enrichment programs, DIBELS opt-out, educational field trips, Sexual Abuse Prevention video, Technology Use Form, Title I comment section on school website</i></p> <p>♦ <i>List specific</i> ○ <i>training activities</i></p> <p><u>Title: Back To School Night</u> <u>(Math/Literacy)</u> August 6, 2014 <i>This night will provide an overview of parental communication and expectations for each student. It will provide parental understanding of academic needs of students and parental support needed. A special math activity will be done with the parents in each classroom.</i></p> <p><u>Title: Pre-K Early Literacy Parent Meeting</u> September 18, 2014 <i>Parents will meet with Mrs. Holldiay (TRT) and Pre-K teachers to discuss ways to help their child practice early literacy skills at home and in everyday life. Parents are given handouts with suggestions and tips. Teachers then invite parents to their classrooms to create a "Make and Take" literacy activity for the children to do at home.</i></p> <p><u>Title: All Pro Dads</u> October 14, 2014 <i>Dads will eat breakfast with their child. PTA and teachers will give dad's information about ways to get involved in their child's education. Dads will also be given a chance to volunteer for various activities at school. The role of a father in child's behavior will also be discussed for increasing positive student behavior.</i></p> <p><u>Title: Accelerated Reading/ Accelerated Math Night</u> November 11, 2014</p>	<p>10. BUDGETS used to support this activity:</p> <p> <u> X </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II <u> X </u> LA4 <u> </u> IDEA <u> </u> Title III <u> </u> Bond Money <u> V </u> Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>Snacks card stock ink/toner drinks Ziploc bags lamination math materials ELA materials phamplets Renaissance Home Connect Flyers</p>
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<p><i>Parents will be taught how to access the Accelerated Reading and Accelerated Math programs from home to help their child develop good reading and math skills. Parents will be shown how to use the fluency program for math facts and how to find books on their child's reading level. Parents will also be given a hand-out about the importance of reading and math at home and how to get their child motivated to do it.</i></p> <p><u>Title: Pre-K Parent Meetings</u> November 2015 <i>Parents will attend a meeting about how to teach math every day to your preschooler. Mrs. Holliday (TRT) and Pre-K teachers will teach parents different methods for teaching basic math skills. Parents will then go to the classrooms and create a "Make and Take" for the parents to take and use.</i></p> <p><u>Title: Standardized Testing</u> January 13, 2015 <i>Third grade teachers along with Mrs. Holliday (TRT) will present parents with information about what students should expect on the standardized testing. Parents will be given different websites and other resources for the students to practice and prepare for standardized testing.</i></p> <p><u>Title: What's All This New Math Stuff</u> March 10, 2015 <i>Parents and their children will receive a packet with sample math problems and how students are taught to solve them. Teachers will explain many of the new teaching methods used to teach math.</i></p> <p><u>Title: Kindergarten Connect</u> May 12, 2015 <i>Pre-K parents will be invited to learn more about Kindergarten. Students and parents</i></p>	<p>10. BUDGETS used to support this activity:</p> <p><u> X </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II <u> X </u> LA4 <u> </u> IDEA <u> </u> Title III <u> </u> Bond Money <u> V </u> Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>snacks math materials ELA materials card stock ink/toner</p>
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<p><i>will meet the Kindergarten teachers. Parents will be given hand-outs with what children should be able to do by the time they enter Kindergarten. Teachers will give parents different ideas on ways to make learning fun over the summer time.</i></p> <p>○<i>decision-making opportunities for parents.</i></p> <ul style="list-style-type: none"> ▪<i>SAT meetings</i> ▪<i>IEP meetings</i> ▪<i>Parent Conferences</i> ▪<i>Parent Committee Work</i> ▪<i>Parent comments from school website</i> ▪<i>Coffee with the principal Saturday, 8.9.14</i> ▪<i>PTA meetings – 5 a year</i> <i>9.16.14, 11.9.14, 1.13.15, 3.10.15, 5.12.15</i> <p>The Title 1 committee will meet on the following dates to discuss the planning, implementing, and evaluation of the PI policy, PI plan and the SIP... 7/28/14, 8/9/14, 8/18/14, 9/10/14, 10/6/14, 11/3/14, 1/5/15, 2/2/15, 3/2/15, 5/4/15</p> <p><u>Communication Strategies...</u> <u>Teacherweb-</u> websites for teachers to keep parents informed of what is going on in the classroom. <u>PTA website-</u> PTA has its own website to inform parents about school events. <u>Monthly School Newsletter-</u> PTA along with administration sends out a monthly newsletter for parents regarding school events, parenting tips, PTA events, etc. <u>Weekly Newsletters-</u> teachers will send home weekly newsletters to parents about events taking place at school. <u>Call out system-</u> all school events or notifications will be sent out to parents on our phone call out system. <u>School Website-</u> all school wide events and information is available for parents to access on the ASE school website. On the parent page of the</p>		TEACHERWEB
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<p>Abita Springs Elementary school website, there is a Title 1 link for parents to click on that gives them information about our Title 1 program. Parents can also contact the webmaster with any concerns or questions.</p>		
<p>To be in compliance with Act 436, at least three meetings will be held during the school year to provide parents information on how to access the curriculum. This information will be provided to parents at school open house events, scheduling nights, parent meetings, and other parent orientations.</p> <p>Back to School Night- 8.6.14 Open House- 9.8.14 PTA meeting 1.13.15 Every grade level has a binder with their curriculum printed out for parents to have access to. We also have a computer lab that parents can access at any time to look at the curriculum anytime they would like.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>Binders Ink/toner Computer Monitor Flyers Paper Cardstock</p>
<p><i>NNPS-The school is a member of the National Network of Partnership Schools sponsored by John Hopkins University. The school has access to a wide variety of ideas to improve parental involvement and interest in the education of their children.</i></p>	<p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other.</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Membership in NNPS</p>
<p><i>The documents prepared by the state to inform parents of their child's academic achievement on state standardized testing are sent to the parents via U.S. Mail.</i> <i>Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the</i></p>	<p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies-GFF Postage-</p>

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<i>process.</i>	<u> </u> Other	

7. TRANSITION: What activities are in planned to transition incoming and outgoing students at your school? Be sure to list <i>at least one</i> for incoming and one for outgoing students.		
Incoming Students <ul style="list-style-type: none"> •Early Childhood learning center brings children who will be attending ASE to visit Pre-K and Kindergarten classrooms. •Pre-K parent meeting at the end of the year for students going into Kindergarten. •Back to School night in early August for parents to get acquainted with expectations and changes for the upcoming school year. •Third grade teachers meet with new parents mid-year to inform them of what is expected for standardized testing. •New parents are given a brochure about the school. •When new parents and children register throughout the year, they are given personal tours of the school and classrooms by the TRT. 	10. BUDGETS used to support this activity: <u> X </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II <u> </u> LA4 <u> </u> IDEA <u> </u> Title III <u> </u> Bond Money <u> X </u> Other	Item(s) to be purchased to support this activity: -Printed informational brochures for parents -Snacks -Beverages
Outgoing students <ul style="list-style-type: none"> •Third grade students visit Abita Springs Middle School to get acquainted with middle school. •Third grade passing ceremony 	10. BUDGETS used to support this activity: <u> X </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II <u> </u> LA4 <u> </u> IDEA <u> </u> Title III <u> </u> Bond Money <u> X </u> Other	Item(s) to be purchased to support this activity: Bus Drivers- salary, benefit, and operational costs for buses Cupcakes Snacks Beverages

8. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?		
<i>The fundamental question is what are the teachers expected to do with the data they have on their students:</i> <ul style="list-style-type: none"> •Teachers are expected to participate in 	10. BUDGETS used to support this activity: <u> X </u> Title I <u> X </u> GFF	Item(s) to be purchased to support this activity: Teacher stipends and

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<p>Whole Faculty Study Group sessions and faculty meetings where data is discussed.</p> <ul style="list-style-type: none"> •Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below). •Teachers are to use the data to develop lessons and interventions for at-risk students •Teachers are to PM these students to ensure interventions/lessons are addressing student needs 	<p> <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other </p>	<p>benefits Math materials Earobics materials</p>
<ul style="list-style-type: none"> •DIBELS- use literacy data to create lists of their at-risk students and students on the cusp of achievement levels (above or below). Teachers use this data to identify which students need to be progressed monitored. •EAGLE- use computer based assessment to gather data in Math, ELA, Science, and Social Studies. Teachers are to use the data to develop lessons and interventions for at-risk students. •STAR Reading- Computer based assessment for reading proficiency for grade 1-3. Allows teachers to set reading levels and goals for students in the Accelerated Reading program. •STAR Math- Computer based assessment for math proficiency for grade 2-3. Allows teachers to create individualized instruction within the Accelerated Math program. •Parish Readiness Assessments- Given 3 times a year to assess student academic achievement. Allows teachers to create Student Learning Targets for academic achievement. 	<p>10. BUDGETS used to support this activity:</p> <p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other </p>	<p>STAR Reading STAR Math Substitutes for DIBELS testing- salary and benefits</p>

9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES: What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.

<u>Mental Health Providers</u> -(please adjust to fit your	10. BUDGETS used to	Item(s) to be purchased
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<p>school's MHP plan) MHP: Due to the transient and often unstable environments that many of Abita Springs Elementary students experience, a Mental Health Provider will work with students for 18 hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administrator Rebecca Stogner will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Monica Carter will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student's situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as PARCC and iLEAP will also occur.</p>	<p>support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>to support this activity: MHP salary and benefits</p>
<p><u>Positive Behavior Support (PBIS) or other Social Curriculum</u></p> <p>Citizen of the Month- A student from each class is chosen by their peers for demonstrating good character.</p> <p>Fabulous Friday- Each Friday students are recognized for great behavior and superior classwork throughout the week.</p> <p>Student of the Week- Each week the teacher chooses a child who demonstrates the qualities of a star student.</p> <p>Compliment Parties- Each classroom has set goals for compliments and are assigned so many points</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Certificates Small novel prizes Snacks Bevearges Posters ink</p>

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for each goal. Whole classes are rewarded for compliments when goals are met.		
<p><u>Instructional Program Enhancements</u> Where applicable discuss how your salaried Title I Teachers and Paraprofessionals are used to improve the academic performance of lower achieving students (do not include tech paras, CSR teacher or timesheet personnel)</p> <ul style="list-style-type: none"> •Kristi Gorrondona- STAR math assessment and iLEAP standardized test results indicate a need for math support in second and third grades. Kristi is a part time teacher who works with these students using the Accelerated Math program. •Jolie Goodreau- DIBELS Test results indicate a need for reading support in First Grade. Jolie is a part time teacher who works with these students using Project Read. 	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Teachers salary & benefits</p>
<p><u>Tutoring Programs-Pull out</u> 1-How students are identified 2-How students are progress monitored 3-How is the tutoring program evaluated</p> <p>Project Read- Students are identified by DIBELS testing and St. Tammany Readiness test. Students are progress monitored through the Project Read program and DIBELS progress monitoring. Students are also assessed on the St. Tammany Mid-Year assessment and End of Year assessment. The program is evaluated by looking at DIBELS reports, ST. Tammany Curriculum weekly assessments, and St. Tammany mid and end of year assessment tests.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Project Read materials DIBELS materials</p> <p>Project Read pull-outs are taught by a salary part-time Title 1 teacher (see above)</p>
<p><u>Tutoring/Helping Hands-Push-in</u> 1-How students are identified 2-How students are progress monitored 3-How is the tutoring program evaluated</p> <p>Earobics- students are identified intensive or strategic from the DIBELS test. Students use the Earobics program as an intervention. Teachers use</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Accelerated Math STAR Math Earobics materials FCRR intervention</p>

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<p>DIBELS Progress Monitoring to track student progress. The program is evaluated by monitoring the amount of students who showed improvement on DIBELS testing. DIBELS reports are printed throughout the year. This program is run by Cindy Rush.</p> <p>Accelerated Math- Students are identified by the STAR math assessment. Students are given specific objectives to work on according to their weaknesses on the STAR assessment test. The teacher uses the progress monitoring feature of the STAR assessment to track student progress. The program is evaluated by monitoring the amount of students who showed improvement on the STAR assessment tests throughout the year. STAR reports are printed throughout the year. Title 1 tutor (Karla Hernandez) assists the salary paid Title 1 part time teacher Kristi Gorrondona in the classroom.</p>	<p><input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>materials (card stock, ink/toner) small novel prizes</p> <p>Tutor salary & benefits (ROUF)</p> <p>Helping Hands salary and benefits</p>
<p><u>Technology Resources and Personnel:</u> <u>General Technology</u> to increase engagement:</p> <p>Danny Curtis teaches computer lab to K-3rd grade students. His focus is on typing skills, writing, and editing through the use of technology. He will also focus on Social Studies skills with third grade students from January through April.</p> <p>The following items are used to help support all subject areas...</p> <p>Activboards, ACTIVotes, ACTIVEexpressions, ipods, computers, printers, laptops, ipads, monitors, projectors, document cameras, Renaissance handheld responders,</p> <p><u>Technology Interventions/Progress Monitoring</u> List program and how students are selected and monitored with the listed program</p> <p><u>Teacherweb</u>- websites for teachers to keep parents</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Part time Title 1 teacher salary & benefits</p> <p>toner printers bulbs computers monitors laptops projectors Teacherweb BrainPop JR. More Starfall Accelerated Math Accelerated Reading Math Facts in a Flash STAR Math Enterprise STAR Reading</p>

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<p>informed of what is going on in the classroom.</p> <p><u>BrainPop Jr.</u>- It allows all teachers on campus to have access to short, animated educational videos, quick assessments, lesson plan ideas, and games that enhance the curriculum.</p> <p><u>Math Facts in a Flash</u>- Students in grades 1-3 use this program. All students use this program to gain fluency in addition, subtraction, multiplication and division facts. Monthly reports are printed to check student progress.</p> <p><u>More Starfall</u>- Students in grade Pre-K through 1st grade uses this program. All students use this program to enhance the curriculum in all subject areas.</p> <p><u>Accelerated Reading</u>- Students in grades 1-3 use this program. This program is used to help students develop better reading skills and comprehension. It is individualized for each student and monitored by classroom teachers.</p> <p><u>Accelerated Math</u>- Students in grades 2 & 3 use this program. This program is used to individualize math instruction for each student. It remediates and accelerates students on an individual basis.</p> <p><u>STAR Reading Enterprise</u>- Students in grades 1-3 use this program. This program allows teachers to assess students, plan interventions based on assessment needs, and progress monitor student achievement.</p> <p><u>STAR Math Enterprise</u>- Students in grades 2-3 use this program. This program allows teachers to assess students, plan interventions based on assessment needs, and progress monitor student achievement.</p>		<p>Enterprise ACTIVboards ACTIVpens ipads document cameras digital cameras</p>
<p><u>Special Education Program Design</u> Answers ranged from total Inclusion to total resource.</p>	<p>10. BUDGETS used to support this activity: _____ Title I</p>	<p>Item(s) to be purchased to support this activity:</p>

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Our school continues to have high performing scores on standardized tests, therefore we will continue to have full inclusion for our special education students in grades Pre-K through 3 rd .	<input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	
<u>Curriculum Enhancements</u> •Field trips •Additional manipulatives •Classroom supplies- novels, readers, rugs, Novels and readers are used to enhance current curriculum to help differentiate learning, create small group instruction, and help remediate those who need. Rugs are instructional learning tools because they contain geographic features, colors, shapes, numbers, etc.	10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Item(s) to be purchased to support this activity: field trip fees for students bus driver salary & benefits Zoo Mobile Bug Mobile Novels Rugs math manipulatives Character videos Harvey Rabbit

10. COORDINATION OF 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, LA4 and IDEA •Food Services- All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program. •Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding. •Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III. •Headstart children graduate into the feeder schools in the district in which they live. Receiving	10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Item(s) to be purchased to support this activity: •Tutoring •Clothing •School supplies •Field trip fees •Summer school fees •MHP services •Community Resource Connections •Meals Services of the LEP para and LEP tutor

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schools provide transition activities and services for children and parents.		
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<u>11 HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?</u>		
<p>The Title I Committee meets and discusses all of the following: <u>Overall</u>-The school's performance on standardized test scores/ DIBELs scores <u>Tutoring programs</u>-</p> <ul style="list-style-type: none"> •the number of students in the tutoring programs who scored at a higher level than they did last year on standardized test scores •the number of students who moved to Benchmark in DIBELs •the number of students who increased their score on the writing rubric •the number of students who exit from the tutoring program based upon progress monitoring. <p><u>Helping Hands Program</u></p> <ul style="list-style-type: none"> •Depending upon the way your school uses Helping Hands, student data should be examined to ensure that students in classrooms with Helping Hands personnel benefit from their presence. <p><u>Parental Involvement</u></p> <ul style="list-style-type: none"> •Parenting Committee needs to meet to evaluate tickets-out-the door for events •Parenting committee needs to evaluate attendance numbers at events to see what time/topics draw the largest groups of parents •The Title I School Committee and/or the Title I parenting Committee need to review the Title I Parent Survey results •Review the NNPS plan and survey information <p><u>MHP Evaluation Form</u></p> <ul style="list-style-type: none"> •Did the students involved in the MHP program at your school demonstrate 	<p>10. BUDGETS used to support this activity:</p> <p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other </p>	<p>Item(s) to be purchased to support this activity:</p>

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<p>increased academic achievement?</p> <p>• Was the goal to decrease referrals, time out of classrooms, etc? Please elaborate.</p> <p>Minutes from all meetings should be taken and filed so a formal evaluation report can be written. All meetings must have agendas and sign-in sheets.</p> <p><u>Professional Development</u></p> <ul style="list-style-type: none"> How did the professional development activities at your school translate into student academic success? All PD is based on student academics. Teachers attend trainings that teach them how to make students more engaged in the learning process. Our teachers attend lots of Math trainings and our math scores tend to be our highest scores. Literacy PD opportunities has also helped our ELA scores to be proficient over the past 3 years. 		
<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the stakeholders (<u>FACULTY AND PARENTS</u>)?</p> <p>The results of the evaluations are reported at faculty meetings to the teachers and staff. After reviewing the data from last years' testing results, the Title 1 committee decided to give tutoring support in Kindergarten and first grade for early literacy and visual needs. We began a new tutoring program in Kindergarten and first grade to include Project Read and visual perception support. Through analysis of the TAT committee many student weaknesses need attention at the Kindergarten and first grade level.</p> <p>They also decided to continue math support in second and third grades since the math test scores went down. Our Accelerated Math program, which provides math remediation, also continues to be successful in our second and third grade classes.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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The way the funds are spent for the 2014-2015 school year should reflect the successes and refinements needed as a result of the 2013-2014 evaluation.		

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DISTRICT ASSURANCES

- ☐ I certify that this school improvement plan was designed to improve student achievement with input from all stakeholders.
- ☐ I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
- ☐ I hereby certify that this plan has all of the following components:
- Evidence of the use of a comprehensive needs assessment, which should include the following data analysis information:
 - Data Triangulation
 - Data Comprehensive Needs Assessment Summary Report
 - Goals and measurable objectives
 - Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Professional development components aligned with assessed needs and strategies to attract and keep high quality teachers
 - Plans for transitioning preschool children to local elementary school programs
 - Family and community involvement activities aligned with assessed needs
 - Evaluation strategies that include methods to measure progress of implementation
 - Coordination of fiscal resources and analysis of school budget
 - An action plan with timelines and specific activities for implementing the above criteria
- ☐ I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Superintendent's Signature

Date

Principal's Signature

Date

Chairperson, School Improvement Team

Date

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