

**2017-2018  
SCHOOL IMPROVEMENT PLAN**

**Abita Springs Elementary**



**St. Tammany Parish Public Schools**

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

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**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 the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
Kindergarten had the lowest % of at risk students scoring an average of 13.6% students at risk across 5 years. 3rd grade had the highest % of benchmark with an average of 76.2%.	Even though 3rd has the highest benchmark, they show a consistent decline in their percentage of students at Benchmark from fall to spring.
2014-2015 was the highest score with a growth of 1.6 points from the previous 13/14 year.	2016-2017 lowest score with a decrease of 4.7 points from 15/16 to 16/17
Math has had the highest index consistently for 4 years with an average of 109.	3rd grade had the highest percent of students suspended in 16/17 at 3.6% across the grade levels. The Social Studies index has been the lowest for 6 years with an average of 93.8.
Math has been the highest index area for the last 5 consecutive years with an average of 109 in 3rd grade. In 16/17, the highest subclaim in Math was Major Content at 85% proficient.	Consistently low in Social Studies with an average of 93.8 index across 5 years. Although not a consistent decrease, ELA has decreased 5.1 points in ELA over 5 years in 3rd grade. In 16/17, the lowest subclaim in ELA was Written Expression at 69%.
The highest Math subclaim is Major Content with 62% scoring Mastery/Advanced. The highest area in ELA is Writing Performance (67% Mastery/Advanced). The highest subclaim in Writing is Knowledge and Use of Language (54% Mastery/Advanced). In Reading Performance, the highest subclaim is in Vocabulary (63% Mastery/Advanced).	In Math, the lowest % scoring Mastery/Advanced was in Additional/Supporting Content (56%). In ELA, the greatest weakness is Reading Performance (62% Mastery or Advanced). The lowest subclaim in Reading is Literary text (54% Mastery/Advanced). Lowest in Writing is in Written Expression (29% Mastery/Advanced).
The White subgroup has had the highest % proficient in ELA and Math for 5 years with an average of 91.7% students proficient in Math and 89.34% students proficient in ELA.	The Sped subgroup has the lowest % proficient of students in ELA and Math for 5 years an average of 56.2% students proficient in Math and 48.8% students proficient in ELA.
Although Students with Disabilities are the lowest subgroup, they have shown improvement in Math the past 4 years from 36.8% (2013-2014) to 68.2% (2016-2017).	The Economically Disadvantaged subgroup went down in both ELA and Math for 3 out of 5 years.
SWD subgroup had a decrease in gap for 3 years by 17.7 from 2015 - 2017 in Math. The Black subgroup had a decrease in the gap for 1 year from 20.1 to .5 in Math.	Increase in the gap for Economically Disadvantaged students for 2 consecutive years from 7.8 (2015-2016) to 8.6 (2016-2017) in Math.
Math is a consistent subject area strength for all subgroups.	ELA is a consistent subject are weakness for all subgroups.

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**DATA SOURCES:** School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, 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*

1. From May 2017 to May 2018, the 3<sup>rd</sup> grade Students with Disabilities subgroup will increase the overall index by 5 points from 63 to 68 on the state test in as evidenced by LEAP from the 2018 testing year.
2. From May 2017 to May 2018, the 3<sup>rd</sup> grade students will increase the CRT Index score in ELA by 3 points from 99.8 to 102.8 on the state test as evidenced by LEAP from the 2018 testing year.
3. From May 2017 to May 2018, the 3<sup>rd</sup> grade students will increase the CRT Index score in Math by 3 points from 103.8 to 106.8 on the state test as evidenced by LEAP from the 2018 testing year.
4. From May 2017 to May 2018, the 3<sup>rd</sup> grade students will increase the CRT Index score in Social Studies by 6 points from 79.4 to 85.4 on the state test as evidenced by LEAP from the 2018 testing year.
- 5.

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**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 MEASURE
<p><b>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</b></p> <ul style="list-style-type: none"> <li>● Parents are involved in the design of the Title I Program by serving on the Title I SIP Committee and Parent Family Engagement Committee:</li> <li>● Development of NNPS Plan (September), Data Analysis Review (October), SIP review (November), Parent Stakeholder meeting (February), Parent Family Engagement Plan (March)</li> <li>● Parents/families will be involved in the design of the parent portion of the plan through being a member of the Title 1 PARENT/FAMILY ENGAGEMENT committee and or PTA board meeting with principal, assistant principal, TRT, and grade level chairs to discuss what school wide parental activities will take place throughout the year. Parents/families will also be at a meeting in the spring where we review the entire Title 1 program to see what changes need to be made to keep our Title 1 program successful.</li> <li>● Parents/families assist in the implementation of the plan through attendance at family event planning meetings and working at the events. Sign-in sheets and minutes of</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input checked="" 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 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></p> <ul style="list-style-type: none"> <li>Snacks</li> <li>Cardstock</li> <li>Printer</li> <li>Paper</li> <li>Pamphlets</li> <li>Name tags</li> <li>Envelopes</li> <li>TeacherWeb</li> <li>Graphic Arts Printing</li> <li>Student Agendas</li> <li>Ink/toner</li> <li>Postage</li> <li>Membership in NNPS</li> <li>Parent computers</li> <li>Parent monitors</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>Parent Survey</li> <li>Exit Ticket Surveys</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>

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<p>meetings serve as documentation. Parents/families and teachers oversee the parental activities when they take place. Parents/families also volunteer at the school to assist in all aspects of the program.</p> <ul style="list-style-type: none"> <li>• Parents/families will participate in the evaluation of the entire Title I school wide program through participation in a school wide survey based on all school and parental activities at the end of the year. Parents/families may also send comments to ASE school webmaster as well as email the PTA board members or Principal with comments about all activities and meetings. At each event parents/families are given a ticket out the door to comment on the event.</li> <li>• The draft of the Title I Program Evaluation will be available to parents in the office and on our website at the end of the year. Parents and community members may submit feedback/questions via email to administration.</li> </ul>				
<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>• Administration attends all PTA meetings to discuss school updates with parents.</li> <li>• Administration has an open-door policy to allow parents, community members, students, and staff unlimited opportunities to give feedback and make suggestions regarding spending, programs, school needs, and to voice concerns.</li> <li>• Parents attend conferences with teachers and administration to discuss student academic, social, and behavioral progress/concerns</li> <li>• Parents attend (at least annually) IEP meetings for special education students to develop individual education plans for their child.</li> <li>• Parents attend SAT (Student Assistance Team) meetings to determine areas of weakness for their child's education and plan interventions to address them. If</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" 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 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></p> <p>Printer Paper Pamphlets Envelopes TeacherWeb Student Agendas Ink/toner Postage</p>	<p><b>Effectiveness Measure:</b></p> <p>Parent Survey Exit Ticket Surveys Post Conference Notes IEP Parent Concerns</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p>necessary, parents will participate in the decision to conduct an evaluation for special education or 504 services.</p> <ul style="list-style-type: none"> <li>• Parents attend annual 504 meetings with teacher and counselor to develop an IAP (Individual Accommodation Plan)</li> <li>• Open-Door policy for administration and staff for unlimited opportunities to give feedback and make suggestions</li> </ul>				
<p><b>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>• Meet and Greet Night – parents and students come to meet the teacher, learn expectations for the year, and establish on-going communication to discuss student progress</li> <li>• Title I Compact signed by parents, teachers, and students; outlines parent, teacher, student, and school responsibilities</li> <li>• Student Agendas – given to all 2<sup>nd</sup> and 3<sup>rd</sup> grade students to organize assignments and communicate with parents regarding student progress, curriculum, and assessments</li> <li>• Every Classroom - weekly newsletters sent on Monday communicates curriculum for the week including learning outcomes, assignments, and assessment. Also used to keep parents knowledgeable of events on campus and in the classroom.</li> <li>• Interims – sent home to all students with a D or F average at the middle of each grading period</li> <li>• Report cards – send home each grading period to inform parents about student progress</li> <li>• ROBO calls – used to communicate important school events and information</li> <li>• Teacher Websites – teachers maintain an individual website where they post their weekly newsletters,</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" 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 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></p> <ul style="list-style-type: none"> <li>Printer</li> <li>Paper</li> <li>Pamphlets</li> <li>Envelopes</li> <li>TeacherWeb</li> <li>Student Agendas</li> <li>Ink/toner</li> <li>Postage</li> <li>Take Home Folder</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>Parent Survey</li> <li>Exit Ticket Surveys</li> <li>Parental responses in weekly take-home folders</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>

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<p>important information regarding school and class events, and helpful links to resources for students and parents</p> <ul style="list-style-type: none"> <li>• Parent conferences – held by teachers as needed or when requested by parents to discuss student progress</li> <li>• JPAMS – online grades for parents to access student progress</li> </ul>				
<p><b>LA Act 436 Requirements:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" 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 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></p> <p>Snacks Cardstock Printer Paper Pamphlets Name tags Envelopes TeacherWeb Graphic Arts Printing Student Agendas Ink/toner Postage computers monitors projectors and bulbs</p>	<p><b>Effectiveness Measure:</b></p> <p>Parent Sign-in Parental compliance with rules</p> <hr/> <p><b>Effectiveness Results:</b></p>
<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> </ul>	<p><b>Goal(s):</b> 1,2,3,4</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"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b></p> <p>Newsletters written in necessary language(s)</p>	<p><b>Effectiveness Measure:</b></p> <p>Involvement of non-English speaking parents ESL performance on LEAP 2018 Spring Parent Survey</p>

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<ul style="list-style-type: none"> <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 certified translator.</li> <li>Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc.</li> </ul>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<b>Effectiveness Results:</b>
<p><b><i>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.</i></b></p>				
<p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>Literacy Night for Kindergarten and 1<sup>st</sup> grade (September) and 2<sup>nd</sup> and 3<sup>rd</sup> grade (November). Parents will learn the importance of reading at home and how to motivate their children to read. They will participate in stations to complete literacy activities that can be done at home. Parents will learn to use literary experiences to promote comprehension, text based evidence, phonics, vocabulary development, and inference by engaging in activities in the classroom.</li> </ul>	<p><b>Goal(s):</b> 1,2,4</p>	<p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b></p> Books Card stock Copy paper Computers Snacks Various materials for parent centers Exit ticket (survey)	<p><b>Effectiveness Measure:</b> DIBELS Effectiveness Chart Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>



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<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>• STEM night for K-3<sup>rd</sup> Grades (March-K&amp;1; Spring -2&amp;3)</li> <li>• Parents will learn to engage their child in Math and Science. Teachers will have stations for parents and students to complete Math and Science STEM activities together that they will be able to extend at home.</li> </ul>	<p><b>Goal(s):</b> 1,3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" 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 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></p> <p>Books Card stock Copy paper Computers Snacks Various materials for parent centers Exit ticket (survey) STEM bins</p>	<p><b>Effectiveness Measure:</b> LEAP Scaled Score Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li>• Kindergarten Connect (May)</li> <li>• Pre-K Parents will be invited to learn more about Kindergarten. Students and parents will meet the Kindergarten teachers. Parents will be given handouts with what children should be able to do when they enter Kindergarten. Teachers will give parents different ideas on ways to make learning fun over the summer time.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input checked="" type="checkbox"/> LA4</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"/> 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></p> <p>Computer Projector with bulbs Screen Copy Paper Exit ticket (survey)</p>	<p><b>Effectiveness Measure:</b> LEAP Scaled Score Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

### 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.)*

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Guaranteed Curriculum for STPPS</li> <li>• Guidebooks - 3<sup>rd</sup> Grade: <u>Because of Winn-Dixie</u> (3<sup>rd</sup> Nine Weeks)</li> <li>• Daily K-3 small group reading instruction provided using the Guaranteed Curriculum</li> <li>• R.A.C.E. Writing strategy (3<sup>rd</sup> Grade across curriculum): Restate the question, Answer the question, Cite the source, and Explain.</li> <li>• Whole Brain Teaching (interactive classroom management and teaching strategies)</li> <li>• Kagan: teaching strategies using cooperative learning to increase student engagement</li> <li>• Thinking Map for organizing learning (Pre-K to 3<sup>rd</sup>)</li> <li>• Anchor Charts for student reference (K-3<sup>rd</sup>); Anchor Charts outline, list, or describes procedures, processes, and strategies on a particular topic and is posted in the classroom for reference by students</li> <li>• T-1 (Transitional 1<sup>st</sup> grade): all Kindergarten students are screened using an assessment from the school board, teachers make recommendations to parents to accept T-1</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input checked="" 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></p> <ul style="list-style-type: none"> <li>Cardstock</li> <li>Copy paper</li> <li>Computers</li> <li>Monitors</li> <li>Projectors</li> <li>Document Camera</li> <li>Bulbs</li> <li>Activinspire</li> <li>Promethean Boards</li> <li>Chart Paper</li> <li>Markers</li> <li>Books for Guidebooks</li> <li>Whole Brain Teaching books</li> <li>Thinking Maps</li> <li>Poster Printer</li> <li>Paper for Poster</li> <li>Printer</li> <li>Printer Ink/toner</li> <li>Laminator</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>LEAP scores</li> <li>DIBELS effectiveness chart</li> <li>TSGold reports</li> <li>DRDP reports</li> <li>STAR math reports</li> <li>STAR reading reports</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>

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<p>for the following year, final class list is determined by need and parental approval</p> <ul style="list-style-type: none"> <li>• Math Models – number bonds, part-part-whole, whole-part-part, ten frames, tape diagram (Pre-K - 3<sup>rd</sup>)</li> <li>• Helping Hands and Certified Tutors: Computer Lab across curriculum (grades K-3); weekly 40 min, National Technology standards</li> <li>• Starfall (Reading Grades Pre-K to 3<sup>rd</sup>), Moodle (K-3), Accelerated Reading (K-3), Accelerated Math (2<sup>nd</sup>-3<sup>rd</sup>)</li> <li>• 3<sup>rd</sup> grade departmentalized for ELA and Math</li> <li>• School-wide Louisiana Day (rotating stations to address History, Economics, and Geography)</li> <li>• Resource teachers support classroom teachers for inclusion of SWD in the regular classroom</li> <li>• SWD attend resource class according to their IEP</li> </ul>			<p>Lamination film Starfall Accelerated Math (AM) Accelerated Reader(AR) Incentives for AR Kagan Training Helping Hands salary and benefits</p>	
<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• Weekly Assessments (K-3<sup>rd</sup>)</li> <li>• 9 weeks assessments (K-3<sup>rd</sup>)</li> <li>• Star Math Assessment – Math level for 2<sup>nd</sup>-3<sup>rd</sup> grades (each 9 weeks)</li> <li>• Star Reading Assessment – Reading level for K-3<sup>rd</sup> grades (each 9 weeks)</li> <li>• LEAP 360 (state assessment given in Fall and Spring to determine growth, 3<sup>rd</sup> grade)</li> <li>• LEAP 2025- State Assessment given in Spring, 3<sup>rd</sup> grade</li> <li>• SLT district created Assessments for Beginning of the Year, Middle of the Year, and End of the Year for all Grade levels Pre-K to 3<sup>rd</sup></li> <li>• DRDP – Kindergarten readiness checklist</li> <li>• DIBELS – Reading Assessment giving 3 times per year (Beginning, Middle, and End)</li> <li>• TSGold (Pre-K, checkpoints are 3 times a year with on-going documentation of student progress)</li> <li>• CBAs (Curriculum Based Assessments given in Special Education beginning, middle, and end of year- 1<sup>st</sup>-3<sup>rd</sup>)</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input checked="" 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></p> <p>Weekly assessments Nine weeks assessments STAR math STAR reading SLT assessments Paper Ink/toner Copier Computer Monitor Internet Ipads(TSGold) Cameras (TSGold)</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP scores DIBELS effectiveness chart TSGold reports DRDP reports STAR math reports STAR reading reports</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>• AEPSi– (Assessment Evaluation and Programming System for Infants; Special Education assessment given beginning and end of year in Pre-K and for some K)</li> </ul>				
<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• Teacher selection based on assessment results from DIBELS, Star Reading, Star Math, SLT Assessments, DRDP, TSGold, and classroom assessments</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" 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 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> Assessments – DIBELS, Star Reading, Star Math, SLTs, classroom assessments, DRDP</p>	<p><b>Effectiveness Measure:</b> Assessments – DIBELS, Star Reading, Star Math, SLTs, classroom assessments, DRDP, LEAP</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• Individual Interventions by classroom teachers</li> <li>• Helping Hands – Kindergarten, 3x a week for Reading and Math complete interventions given by teacher or provide extra support for students with core curriculum as directed by the classroom teacher</li> <li>• Project Read (twice/week): Certified tutor works with 1<sup>st</sup> grade students for 30 minutes 2x a week; eligible students are determined by teacher recommendation</li> <li>• SWD attend resource and their IEP goals are addressed in both the inclusion classroom and with the resource teacher</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" 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 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> Helping Hands salary and benefits Tutor Salary and benefits Copy paper Printer Ink/toner Project Read materials</p>	<p><b>Effectiveness Measure:</b> LEAP scores DIBELS effectiveness chart TSGold reports DRDP reports STAR math reports STAR reading reports Earobics reports</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<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>SAT – Student Assistance Team: Counselor, pupil appraisal representative ,speech therapist, teacher , ODR, parent</li> <li>Teachers meet with principal with concerns for specific students, begin interventions, and are brought up to SAT</li> <li>SAT meets weekly to address needed interventions for students, monitor progress of interventions, refer students as necessary to Pupil Appraisal for evaluation, and refer students as necessary for 504 evaluation and plan</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" 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 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></p> <p>Paper Cardstock, printer Ink/ toner, Envelopes SAT forms Intervention materials</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP scores DIBELS effectiveness chart STAR math reports STAR reading reports</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</b></p> <ul style="list-style-type: none"> <li>The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" 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 type="checkbox"/> IDEA</li> <li><input checked="" 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></p> <p>LEP para Interpreter</p>	<p><b>Effectiveness Measure:</b></p> <p>ELDA</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</b></p> <ul style="list-style-type: none"> <li>Inclusion</li> <li>3rd grade team teaching</li> <li>ESL para</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b></p> <p>Personnel Planning meetings for collaboration</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP scores SPED CBA results</p>

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		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<b>Effectiveness Results:</b>
<b>Extended Learning Opportunities (within and beyond the school day and the school year):</b> <ul style="list-style-type: none"> <li>Girls on the Run – Grant funded program to empower girls and prevent bullying</li> <li>Field Trips – Curriculum Based: Pre-K – Liuzza Strawberry Farm (Farm to Table); K –Washington Parish Fair, (farm life); 1<sup>st</sup> – Art Time, art; Aquarium (Science- Ecosystems); 2<sup>nd</sup> – Liuzza Produce Farm – Farm to Table (Economics -Social Studies) and Planetarium (Science – Earth and Space); 3<sup>rd</sup> – Honey Island Swamp – (Ecosystems –Life Science)</li> <li>Audubon Bugmobile , Zoomobile, Wetland Express, and Aqua Van visit Pre-K at school</li> <li>Fire Department visits Pre-K, K, and 1st for fire safety in the fall</li> <li>Visiting Play Production at school – Beauty and the Beast (Cultural Arts and ELA)</li> <li>Harvey Rabbit Show comes in Spring for making good choices (anti-drug/ character education)</li> </ul>	<b>Goal(s):</b> 1,2,3,4	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<b>Items Needed:</b> Volunteers Permission slips Transportation	<b>Effectiveness Measure:</b> PBIS Data LEAP scores  <hr/> <b>Effectiveness Results:</b>
<b><i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students’ Skills Outside of the Academic Subject Areas:</i></b>				
<b>Mental Health Provider Services:</b> <ul style="list-style-type: none"> <li>Due to the transient and often unstable environments that many of our school’s students experience, a <b>Mental Health Provider (MHP)</b> will work with students <u>20</u> hours per week. 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.</li> </ul>	<b>Goal(s):</b>	<b>Budgets</b> used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA	<b>Items Needed:</b>	<b>Effectiveness Measure:</b> Outcomes measures for MHPs chart

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<p>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.</p>		<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
<p><b>Implementation of a schoolwide tiered model to prevent and address problem behavior:</b></p>				
<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• Our PBIS plan includes individual, class, and school-wide incentives including: Student of the Week (each class, each week); School-wide 100 compliments; Citizen of the Month - 1 per class each month except August and May); Bee-havior Bash – held at the end of each quarter for students without discipline referrals; recognition of staff and student birthdays.</li> <li>• PBIS team consists of administration and grade level chairpersons – meet the 1<sup>st</sup> Monday of the Month</li> <li>• Time Out Room and In-school suspension available on Monday and Thursday</li> <li>• Check-in Check-out program for students who need behavior support</li> <li>• Monthly discipline goal determined using discipline data from JPAMS and discussion by PBIS Team</li> <li>• Character Word of the Week with Auto-be Good Video</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b>          Student incentives          Personnel for Time Out/In-school suspension          Certificates          Auto-Be Good videos</p>	<p><b>Effectiveness Measure:</b> JPAM reports</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies for Assisting Students in the Transition from One School to the Next:</b></p>				
<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>• PreK parent meeting held at the end of PreK to help orient parents of what to expect in Kindergarten</li> <li>• Meet and Great Night for parents and students to meet the teacher</li> <li>• Kindergarten meeting for parents in August</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p><b>Items Needed:</b>          Paper          Copy machine          Buses</p>	<p><b>Effectiveness Measure:</b>          LEAP scores          2018 Parent Spring Survey</p>

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<ul style="list-style-type: none"> <li>• Tours given for new families as well as meeting with administration to discuss student placement</li> <li>• 3<sup>rd</sup> Grade visits the Middle School in May to prepare for 4<sup>th</sup> grade</li> </ul>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<b>Effectiveness Results:</b>
<b>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:</b>				
<b>Professional Learning Communities (PLCs):</b> <ul style="list-style-type: none"> <li>• School-wide PLC after school on the 2<sup>nd</sup> Monday of each month for 1 hour except December. Topics focus on using data to drive instruction; August (Analysis of school-wide data from previous year ); September (Analysis of SLT data ); October (Cross-grade level collaboration to discuss data analysis of SLT assessments ); November (Text Based Writing ); January (Dyslexia/ Social Studies Curriculum Updates); February (Analysis of Mid-Year Assessments ); March (Analyze End of quarter assessments); April (Cross-grade level collaboration to discuss curriculum ); May (Use data analysis to discuss student placement for next year ).</li> <li>• Grade level PLCs meet on the 3<sup>rd</sup> Monday of the month to analyze grade level data and collaborate on curriculum.</li> </ul>	<b>Goal(s):</b> 1,2,3,4	<b>Budgets used to support this activity:</b> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<b>Items Needed:</b> Cardstock Copy paper Computers Monitors Projectors Document Camera Bulbs Activinspire Promethean Boards Chart Paper Markers Laminator and film Stipends	<b>Effectiveness Measure:</b> LEAP scores DIBELS effectiveness chart TSGold reports DRDP reports STAR math reports STAR reading reports Compass Evaluations <hr/> <b>Effectiveness Results:</b>
<b>Other Professional Development:</b> <ul style="list-style-type: none"> <li>• District level Professional Development is offered during the summer at Summer Institute as well as throughout the school year. Courses are listed on Go Sign Me Up.</li> <li>• Louisiana Pre-K Conference (December) for Pre-K teachers</li> </ul>	<b>Goal(s):</b> 1,2,3,4	<b>Budgets used to support this activity:</b> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<b>Items Needed:</b> Registration fees Transportation Stipends	<b>Effectiveness Measure:</b> LEAP scores



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<ul style="list-style-type: none"> <li>Faculty retreat is held in the summer to cover topics for the coming year</li> </ul>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
<p><b>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</b></p> <ul style="list-style-type: none"> <li>All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.</li> <li>Teacher openings are advertised through the district website.</li> <li>District leaders attend local college and university teacher recruitment fairs in the fall and spring.</li> <li>The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites.</li> <li>Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.</li> <li>Placement of Student Teachers from local universities</li> <li>The STAR (Students Teaching And Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.</li> <li>District Human Resources Coordinator serves as a speaker on college campuses for different education courses.</li> <li>District Human Resources Coordinator serves on various College of Education department committees at local universities.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

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**Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:**

<p><b>Career and Technical Education Programs:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>	<p><b>Goal(s):</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"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</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"/> 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></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Coursework to Earn Post-Secondary Credit:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>	<p><b>Goal(s):</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"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</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"/> 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></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

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***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, LA4, 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 ESL teachers, paraprofessionals, and/or tutors 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 are entitled to attend the 21<sup>st</sup> Century afterschool programs during the school year and during the summer.

**Headstart Preschool Programs:**

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

#### 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.*

**Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:**

- At the end of the school year the Title 1 committee meets to discuss and analyze the data from state wide standardized test scores, parish wide assessments (DIBELS), and school computer based assessments (STAR Reading/STAR Math), Teacher observation data, SLT results, and Title 1 parent/family surveys to see the effectiveness of what was implemented the previous year. The committee then reviews each component of the SIP plan to see if there are any areas that were not as effective in meeting our goals for that year. The committee will rank the effectiveness of the tutors, helping hands, programs, and Parent/Family Engagement activities. At that point the committee will decide what components of the SIP plan need to be changed to help improve our overall goals. All data from this meeting will be shared with the faculty at the August faculty meeting/ professional development day at the beginning of the next school year.
- 

**Describe how the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:**

- Data is collected at the beginning, middle, and end of the year SLT data and DIBELS data is collected and analyzed. STAR Reading/STAR Math data and end of 9 weeks assessments is collected and analyzed by grade levels at the each 9 weeks. Grade Level analysis is reported to administration with any concerns and modifications needed based on the data. Interventions are determined based on student data and adjustments can be made to the SIP to help meet their needs. As the year progresses, grade levels let administration know of any areas they would like to include in PLCs. Administration uses data from teachers observations to determine areas that may need to be adjusted for PLCs.

**Describe how diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, claims/subclaims, and subgroups:**

- Weekly Assessments entered in grade books; teachers plan according to curriculum and student assessments; student grades are monitored by administration each grading quarter to identify students who are struggling
- 9 weeks assessments (K-3<sup>rd</sup>) analyzed by grade levels to determine student learning and adjust instruction
- Star Math Assessment – Math level for 2<sup>nd</sup>-3<sup>rd</sup> grades (each 9 weeks) analyzed by grade levels to determine student learning and adjust instruction
- Star Reading Assessment – Reading level for K-3<sup>rd</sup> grades (each 9 weeks) analyzed by grade levels to determine student learning and adjust instruction
- SLTs and LEAP 360 (state assessment given in Fall and Spring to determine growth) used at the beginning of the year to determine student performance levels and interventions that are necessary; mid-year to monitor progress; and end of the year to measure growth

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- LEAP 2025- State Assessment given in Spring, 3<sup>rd</sup> grade used to help plan for the following year
- DRDP – Kindergarten readiness checklist
- DIBELS – Reading Assessment giving 3 times per year (Beginning, Middle, and End); used to determine necessary interventions
- TSGold (Pre-K, checkpoints are 3 times a year with on-going documentation of student progress) used by Pre-K to meet individual student needs
- CBAs (Curriculum Based Assessments given in Special Education beginning, middle, and end of year- 1<sup>st</sup>-3<sup>rd</sup>) used to adjust student IEP goals
- AEPSi– (Assessment Evaluation and Programming System for Infants; Special Education assessment given beginning and end of year in Pre-K and for some K) used to adjust student IEP goals
- Grade levels meet with other grade levels to share their data analysis, look for areas of weakness for up-coming students and work on continuity of curriculum over grade levels.

#### **Describe how results of this assessment are reported to the school's stakeholders:**

- Results of the assessment are reported to faculty and staff at the August faculty meeting. The results of the evaluation of the Title 1 program at our school will be given to parents during Back to School night in August. The school will play a Title 1 DVD provided by the district on broadcast to all of the classrooms for parents to watch. They will then watch a Power Point presentation that will discuss the results of last year's evaluation and how it helped to shape our Title I Program for this year. We will also post this Power Point on the website for parents to see that could not attend the back to school night.