

**2017-2018  
SCHOOL IMPROVEMENT PLAN**

**Abney Early Childhood  
Center**



**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 has shown continued strengths for each Spring DIBELS test. The "At Risk" percentage has always been below 10%, while at least 80% of the students scored "Benchmark." Ex: Spring 2017 At risk was 7% and benchmark was 85%.	First grade has shown continued weakness for the past 5 years (2012 - 2017). The percent of "at-risk" students for the spring DIBELS has been more than 20% each year. While the percentage of benchmark students has been less than 64% each year.
The highest CRT Assessment Index was in 2013-14 at 74.9.	Over the past 5 school years our CRT Assessment Index has not been above 75.0.
From 2014-2015 the suspension rate increased from 2013-2014. However, it declined in 2015-2016 and 2016-2017 school year.	Over the past 5 school years our CRT Index has not been above 75.0. The 2016-2017 CRT index score is still lower than it was 5 years ago in 2012-2013 by 3.4 points. In 2016-2017, 71.1 index points and in 2012-2013 74.5 index points.
4th grade ELA Subclaims were the highest in Literary Text at 75%, and 3rd grade Math Subclaims in Major Content at 73% were the highest for the spring 2017 school year.	5th grade is a consistent weakness in all subclaim areas in ELA and Math. The lowest subclaims for this grade level was math in all areas. In 16-17, the lowest subclaim in 5th ELA was Written Expression at 57% and the lowest 5th Math was Additional and Supporting Content at 30%.
Over the past three years 4th and 5th grade showed highest index scores in ELA as compared to their Science and Social Studies scores. Literary Text was the highest ELA subclaim in 3rd (74%) and 4th (75%). and Vocabulary was the highest ELA subclaim at 70% in 5th in 16-17.	In the 2016-2017 school year all grades (3rd, 4th, and 5th) all scored significantly low in Social Studies. Scores all fell within the around 40 index points.
From 15-16 to 16-17, the subgroup "Limited English Proficient" has increased in ELA from 41.2 to 63.6 and Math from 41.2 to 54.5.	Whole school students with disabilities consistently performed lower in math than any other subgroup. 33.2 points lower than the whole school average.
3rd grade LEP students have steadily increased in both ELA and Math over the last three years. They increased by 8.7% from 14-15 school year to 16-17 school year in Math and 50% in ELA from 14-15 to 16-17.	Students with disabilities, limited English Proficient, and Hispanic subgroups consistently decreased over the past three years. SWD dropped by 1.2% in ELA; 13.0% in math; LEP students dropped 50% in ELA, 25% in Math; and Hispanic students dropped 12.5% in ELA and 37.5% in Math.
ELA: From 14-15 to 16-17 all subgroups showed a declined in achievement gaps for both years. Math: No subgroups showed consistent decline in achievement gaps for 2 or more years.	ELA: Students with Disabilities - Gap increased by 29.6% (2013 -41.6% proficient to 2014-2015 33% proficient). In Math whole-school gap increased to 30.7% in 2015-2016 highest performing group was 93.8% proficient and whole school was 63.1% proficient.

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<p>Over the past three years LEP students increase % proficient in both ELA and Math in 3rd grade.</p>	<p>Over the past three years Hispanic and LEP students in 5th grade have decreased in both ELA and Math. Over the past three years students with disabilities in 5th grade has steadily decreased in Math dropping 13%.</p>
<p><b>DATA SOURCES:</b> 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</p>	
<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>• <i>Goals must be <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>esults-focused, and <u>T</u>ime-bound.</i></li> <li>• <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></li> </ul>	
<p>1. K students will increase reading achievement by increasing the percentage of students scoring at or above benchmark on DIBELS NEXT by 18 percent from fall 2017 to spring 2018 as follows: Fall 2017 66% to 84% in Spring 2018</p>	
<p>2. Students with disabilities (subgroup) for kindergarten will increase reading achievement by increasing the percentage of students scoring at or above benchmark on DIBELS NEXT by 10 percent from fall 2017 to spring 2018 as follows: Fall 2017 44% to 54% in Spring 2018</p>	
<p>3. By May 2018 70% of kindergarten students will score proficient (level 4 or above) in the language and literacy development domains on the kindergarten DRDP-K. Fall 2017 8.3% to 70%; 61.7% growth</p>	
<p>4. By May 2018 70% of kindergarten students will score proficient (level 4 or above) in the mathematics domain on the kindergarten DRDP-K. Fall 2017 1.78% to 70%; 68% growth</p>	
<p>5. By May 2018 using the DIBELS next assessment, the percentage of first grade students scoring benchmark will remain the same as compared to the Fall 2017. Previous 3 years data showed a decline in benchmark percentages from fall to spring assessment. 2014 -2015 showed an 8% decrease; 2015-2016 showed a 5% decrease; and 2016-2017 showed an 8% decrease. Fall 2017 60% to Spring 2018 60%</p>	

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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>• <b><u>Design</u></b> Data analysis and SIP plan for the upcoming year. They will be allowed to provide feedback by having a round table discussion about the School Improvement plan and data presented. Parents will discuss what areas they feel need improvement and provide suggestions for improvements. Parents that do not attend the meeting will be sent a form to provide their input. Both October 2017 events parents will be allowed to review the Parent/Family Engagement Plan and provide feedback as well. They can also go on the website and complete a survey in regards to the Title 1 program by reviewing the SIP.</li> <li>• <b><u>Implementation</u></b> Parents/families will be invited to 6 activities in which they receive information related to specific strategies they can use with their children to achieve SIP goals. Throughout the school year parents will be allowed to come in and participate in class activities such as reading, math</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets used to support this activity:</b>  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF            Title II            LA4            IDEA            Title III            Title IV            Perkins            JAG            Bond Money            Other</p>	<p><b>Items Needed:</b> Envelopes</p>	<p><b>Effectiveness Measure:</b> Parent Surveys</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p>centers, and ELA centers to learn about standards and expectations of students. They will also learn how they can implement these strategies at home. They are allowed to give feedback after each engagement.</p> <ul style="list-style-type: none"> <li>• <b>Evaluation of the SIP</b></li> </ul> <p>In May, meetings will focus on parent/family input and evaluation of the overall SIP. Parents/families will receive information related to SIP goals, success and reflections for the following school year.</p> <p>Parents/families are given surveys throughout the year to provide feedback and input about planned parent educational events.</p> <p>On November 6, 2017 parents will be invited to a meeting in which the Parent evaluation from the 2016-2017 school years 2017-2018 data analysis, and drafted SIP will be evaluated and amended based on parent feedback.</p> <p>Mid November the SIP team will meet and discuss any input that came from the parents (previous meetings) and revise SIP as needed.</p> <p>November faculty will review the SIP and provide feedback.</p>				
<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• Parents/families are encouraged to join and participate in PTA.</li> <li>• Every parental involvement event parents are asked to complete a survey about the event and what they</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</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> </ul>	<p><b>Items Needed:</b> Paper Ink</p>	<p><b>Effectiveness Measure:</b> Parent Surveys</p>

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<p>feel was successful and not successful. We ask for suggestions for the upcoming events.</p> <ul style="list-style-type: none"> <li>• At the end of the school year we ask parents to provide feedback on the entire year and parental involvement events for the upcoming year.</li> <li>• Throughout the year we ask parents to communicate about their child’s strengths and weaknesses and how we can help them to help their child master these skills (parent conferences, parent surveys, phone calls home, SAT, IEP). Every PreK and Kindergarten teacher is required to have two parent conferences with each child’s parent in their classroom. During the conferences parents will collaborate with teachers on how to make educational experiences better for their child here at school and at home. At the end of each Title 1 event parents are given surveys to complete to determine if they felt the activity directly aligned with the school improvement goal. Based on parent feedback the school will adjust/modify the activity for the upcoming year. Teachers are required to contact parents on any student demonstrating at-risk behaviors academically, socially, or behaviorally. Teachers instructing students with disabilities must send home daily reports to parents summarizing their progress toward their daily goals. Each student with a disability receives individualized reading instruction and monthly teachers will communicate with parents on improvement and strategies to use at home to reinforce skills.</li> <li>• SAT meetings are held every Wednesday from 1:00-3:00 pm. This allows parents to give specific feedback on their child’s academic improvement, behavior improvement, and how they can be involved as a parent.</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>
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<ul style="list-style-type: none"> <li>• IEP meetings are held throughout the week. This allows parents to give specific feedback on their child’s academic improvement, behavior improvement, and how they can be involved as a parent.</li> <li>• Throughout the year the school works with outside agencies such as CHOICES to support student achievement and provide wrap around services. Through collaboration the team (teacher, administration, parents, and outside agency) develop strategies to be implemented during the school day to increase student success. CHOICES is one of the local wrap around services that provides comprehensive behavior health services to community members.</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>• IEP – Meetings are held at a minimal once a year to develop goals and discuss progress of students with disabilities.</li> <li>• Newsletters – Monthly newsletters are sent home by every teacher to highlight events taking place on campus, explain the title 1 program, and point out standards being worked on for the month.</li> <li>• Websites – Each teacher has his/her own website that provides an overview of their background, provides an online copy of newsletter, and a calendar of events.</li> <li>• Communication Take home folders – Each child has a daily take home folder that must be completed each day by the teacher. Newsletters, principal notes, important dates, homework, and a summary of the student’s day goes home in these folders.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</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>Folders</li> <li>Paper</li> <li>Ink</li> <li>Sheet Protectors</li> <li>Dry Erase Markers</li> <li>Zipper Pouches</li> <li>Report Card Envelope</li> <li>Stamps</li> </ul>	<p><b>Effectiveness Measure:</b> Parent Surveys</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>• JPAMS – Parent Progress Center – Parents can visit this site only to view child attendance. Kindergarten students do not receive grades.</li> <li>• Open House – Parents attend this event to learn about the school culture, policies, procedures, and what makes the school a Title 1 school. Parents also learn about ways they can get involved in their child’s lives and what activities they can participate in on campus throughout the year.</li> <li>• Meet and Greet – Meet and Greet is a specific parent, teacher, child event. Teachers meet with small groups of parents at a time to discuss specific classroom expectations and procedures. Teachers also at this time share activities that can be done at home to reinforce classroom skills.</li> <li>• Flyers – Throughout the year flyers are sent home to highlight title 1 events throughout the year or any academic parental involvement event the school is having. Monthly flyers also go home with enrichment activities kids can do at home to enhance reading and math skills.</li> <li>• Parent/Teacher conference – 2 conferences per year are required. Teacher communicate classroom expectations, student progress, and goals for each student at these conferences. If it is an at-risk student interventions are discusses and ways teachers will help the student be successful.</li> <li>• Videos – The title 1 video is shown at Open house to parents and throughout the year in the front office.</li> <li>• Report Cards</li> </ul>				
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<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> 1,2,3,4,5</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> <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 Stamps Envelopes Ink</p>	<p><b>Effectiveness Measure:</b> Parent Surveys</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> <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>	<p><b>Goal(s):</b> 1,2,3,4,5</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>Title II</li> <li>LA4</li> <li>IDEA</li> <li>Title III</li> <li>Title IV</li> <li>Perkins</li> <li>JAG</li> <li>Bond Money</li> <li>Other</li> </ul>	<p><b>Items Needed:</b> None</p>	<p><b>Effectiveness Measure:</b> Parent Surveys</p> <hr/> <p><b>Effectiveness Results:</b></p>

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*Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.*

<p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li> <b>Read for the Record – October 19, 2017</b>                      Parents/families will participate in reading activities with students. They will be provided with follow up activities and strategies related to early literacy skills to do with their children at home. This activity will take place during the day and will involve all students. The purpose of this activity is to increase parent/family awareness on how to develop vocabulary skills, retelling, letter sounds, foundational literacy skills, and how to increase comprehension skills.                 </li> </ul>	<p><b>Goal(s):</b> 1,2,3,5</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> Quackers Paper Sentence Strips Ink Crayons Glue	<p><b>Effectiveness Measure:</b> Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li> <b>Reading and Red Beans – February 1, 2018</b>                      Parents/families will participate in various informational sessions about DIBELS, Early Literacy, State Testing, Math Standards and Curriculum, ELA standards and curriculum, Assessments, and Social &amp; Emotional development. Parents are given various take home resources to help their child meet their individual academic achievement goals.                 </li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</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> Chart Paper Binders Staples Copies for teachers Crayon Glue Card Stock Dry Erase Markers Pencils Pens Paper Ink Laminating film 3 prong folders Color paper Tape Poster Boards	<p><b>Effectiveness Measure:</b> Parent Surveys</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li><b>Numbers and Nachos – April 13, 2017</b> Parents/families will participate in a variety of standard based mathematic activities. The following skills will be addressed, number identification, one-to-one correspondence, patterns, place value, measurement, greater than/less than, computation and fluency. Many of the materials and items used are household items that parents can replicate at home. At the conclusion of the event parents will receive a pamphlet with suggested websites, resources, and strategies to use at home to increase student achievement in the area of math.</li> </ul>	<p><b>Goal(s):</b> 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 checked="" type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li>*letters, numbers, and shapes stencil box</li> <li>*learn and count dough mats</li> <li>*math stories library</li> <li>*counting trays</li> <li>*rekenrek</li> <li>*subtraction center</li> <li>*peg boards</li> <li>*number grid</li> <li>*ten frames class set</li> <li>*magnetic ten frame builders</li> <li>*geometric shapes tub</li> <li>*plastic coins</li> <li>*writing practice magic board</li> <li>*pattern blocks</li> <li>*magnetic letters</li> <li>*count and link</li> <li>*plastic coins</li> <li>*foam number dice</li> <li>*unifix cubes</li> <li>*busy bee hands on subtraction center</li> <li>*headphones</li> <li>*mice</li> <li>*mouse pad</li> <li>*POMPOMS</li> <li>*feathers</li> <li>*beads</li> <li>*hands on math trays</li> <li>*dry erase markers</li> <li>*nachos</li> <li>*cheese</li> <li>*plate boats</li> </ul>	<p><b>Effectiveness Measure:</b> Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
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**3. SCHOOLWIDE PLAN STRATEGIES**

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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>● Utilize guaranteed curriculum to guide core instruction</li> <li>● Incorporate Fountas and Pinnell guided reading program to differentiated literacy instruction and provide foundational literacy and reading skills. Green and Blue students</li> <li>● Daily 5 and Daily 3 (kindergarten)</li> <li>● Read Alouds to model fluent reading, increased vocabulary, and comprehension.</li> <li>● Inclusion and K-blended are classroom in which students with disabilities are placed in the same classroom as their regular education peers. Instruction is differentiated to meet the students’ need but students have access to the same curriculum and material as their regular education peers.</li> <li>● CO-Teaching is a model we use in two kindergarten classrooms. Two teachers collaborate and share instructional responsibilities in the classroom setting. They work toward common goals and pool resources.</li> <li>● Special education teacher works in the regular class setting with all students with disabilities to reinforce core skills.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</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 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>Guided Reading KITS Read Alouds Paper Pencils Chart Paper Dry Erase Markers EDC Calendar Kits Student Journals Tutoring Materials (manipulatives, literacy games, paper, note cards) Leveled Readers</p>	<p><b>Effectiveness Measure:</b></p> <p>Administrative walkthroughs CLASS Observations Compass Observations DIBELS Chart Snapshots</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>• Incorporate math strategies for specific skills such as counting, addition, subtraction that are also transferred to stations.</li> <li>• Helping hand personnel spend 2 hours a day in each classroom to reinforce core instruction skills in both reading and math. Teachers develop lessons and activities for each helping hand staff members to do with kids in the classroom. Helping hands work 5 days a week for 20 hours.</li> <li>• The campus tutor works 5 days a week for 20 hours a week in 6 kindergarten classrooms. She provides interventions to at-risk students in each classroom in both reading and math instruction.</li> <li>• Paraprofessional supports core instruction in 2 kindergarten classrooms by pulling small groups in both ELA and Math Monday – Friday within those two classrooms. Majority of her day will be spend in one certified teacher’s classroom.</li> <li>• Model and Interactive writing during daily instruction allows teachers to map her own actions and students’ action through language and description.</li> <li>• Everyday Count is done daily with students. This instruction reinforces daily math skills, core concept, and provides immediate math differentiation.</li> </ul>				
<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• DIBELS (Kindergarten 3 times a year. Assesses reading foundational skills)</li> <li>• My Teaching Strategies – PreK daily observation tool to assess academic and social emotional areas.</li> <li>• SLTs (Student Learning Target administered 3 times a year to measure student growth in ELA and Math in and Kindergarten.</li> <li>• DRA (Developmental Reading Assessment) is given to each student to determine their reading level. Reading levels directly align with Guided Reading Instruction.</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> <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> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>SLTs</li> <li>Report Cards</li> <li>DRA</li> <li>Paper</li> <li>Ink</li> <li>Binders</li> <li>Color Paper</li> <li>Dividers</li> <li>Labels</li> <li>Sheet Protectors</li> <li>Pens</li> </ul>	<p><b>Effectiveness Measure:</b></p> <p>Teaching Strategies Gold is an online system that tracks students levels and if they are meeting academic benchmarks in PreK.</p> <p>Checkpoints SLTs DIBELS DRDP-K Report Cards</p>

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<ul style="list-style-type: none"> <li>• <b>DRDP-K (Desired Result Developmental Profile – Kindergarten given 3 times a year to measure language and literacy along with math. This is a teacher observational tool)</b></li> <li>• <b>Get Ready Read and Math SLT (Given 3 times a year to PreK students to measure ELA and Math proficiency).</b></li> <li>• <b>Quarterly Report Card (Given to Kindergarten students 4 times a year to reflect academic growth in all areas)</b></li> <li>• <b>DRA (Developmental Reading Assessment given on a as needed bases depending on student progress to measure Kindergarten students reading levels)</b></li> </ul>		<input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Pencils Tablets BURST Software and KITS LLI Kits	<b>Effectiveness Results:</b>
<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• DIBELS below benchmark or well below benchmark are placed in an intervention group.</li> <li>• DIBELS Assessments are given throughout the year to determine achievement levels; below level, on level, and above level. Students achieving on-level or approaching level are placed in a small reading group.</li> <li>• SLTs are given throughout the year to determine achievement levels; below level, on level, and above level. Student not meeting benchmark are placed in BURST groups, small reading intervention groups, and small math intervention groups.</li> <li>• Classroom observations are done by the teacher daily to determine students struggling academically and socially. These classroom observations are also used to score student progress on DRDP. DRDP is an observational assessment tool done by kindergarten teachers to determine school readiness.</li> <li>• SAT, IEP, Parent Teacher Conferences are used to voice parent and teacher concerns about students’ academic progress or lack of progress.</li> </ul>	<b>Goal(s):</b> 1,2,3,4,5	<b>Budgets</b> used to support this activity: <input checked="" type="checkbox"/> Title I <input 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> Benchmark Assessments SLTs Binders Sheet protectors Dividers Labels BURST Software and KITS LLI Kids Sentence Strips	<b>Effectiveness Measure:</b> DIBELS SLT DRDP <hr/> <b>Effectiveness Results:</b>

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<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• BURST – Literacy interventions for kindergarten students at-risk for reading failure. Daily intervention with progress monitoring assessment every 10<sup>th</sup> day to measure effectiveness.</li> <li>• Tutoring Small Groups – Helping hands and Tutors works with kindergarten students in 6 classroom who are functioning below academic level in both ELA and Math. Groups are done twice a day for 20 minutes, Monday-Friday. They are provided interventions as well as support in core instruction. BURST intervention is used for reading instruction and teacher made intervention packets are used for math interventions.</li> <li>• Hear Builder – A computerized program used for yellow and red students in which BURST interventions are not working. This program works on phoneme segmentation and following directions.</li> <li>• Teacher Led differentiated small groups are formed for kids at all levels. Kids functioning above level are provided instruction at a higher level to ensure continuous growth. Student functioning below level are placed in small groups where researched based interventions like BURST are done in addition to teacher made interventions for both reading and math.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</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> <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> BURST Software and KITS</p>	<p><b>Effectiveness Measure:</b> Progress Monitoring Tutor Logs DIBELS Hear Builder documentation</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• SAT – meets weekly on Wednesday for 3 hours; administrator, teacher, parent, TRT, speech therapist, pupil appraisal, counselor. Students are referred to SAT if he/she has speech and language concern. Students are also</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> </ul>	<p><b>Items Needed:</b> none</p>	<p><b>Effectiveness Measure:</b> Progress Monitoring SLTs</p>

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<p>referred to SAT if interventions being conducted in the classroom are showing to not be effective.</p> <ul style="list-style-type: none"> <li>Involve community members like CHOICES in the process of supporting students with continued needs. CHOICES help students with disabilities by working with the school on implementing behavioral strategies in the classroom setting to help students be successful.</li> </ul>		<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		<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> <li>ESL para assist ESL students twice a week but communicates with teachers daily to monitor student progress in kindergarten.</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 <input type="checkbox"/> IDEA <input checked="" 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> none</p>	<p><b>Effectiveness Measure:</b> Progress Monitoring Benchmark Data</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><b>Title 1</b></li> <li><b>ESL</b></li> <li><b>Inclusion and K-blended</b></li> <li><b>Co-teaching</b></li> <li><b>Helping Hands Tutors</b></li> <li><b>PLCs</b></li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</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> Computers Tablets Dry Erase Boards Papers Manipulatives Pens Pencils Crayons Literacy Materials Ink Color Paper Glue Markers Chart Paper</p>	<p><b>Effectiveness Measure:</b> SLTs DIBELS Progress Monitoring</p> <hr/> <p><b>Effectiveness Results:</b></p>



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			Salaries and Benefits for Tutors Salaries and Benefits for subs Clip boards Index Cards Velco Laminating Film	
<p><b>Extended Learning Opportunities (within and beyond the school day and the school year):</b></p> <ul style="list-style-type: none"> <li>Field trips – two per year both pre-k and kindergarten.                      Pre-K – Sugar Roots Farm &amp; Aquarium                      Kindergarten – Pumpkin Patch &amp; Zoo</li> </ul> <p>Sugar Roots Farm – Provides children with interactive from farm to table instruction. Student see how gardens are cultivated and how animals are farmed.</p> <p>Aquarium – Allows children to see fish in their natural habitat after they learn about sea animals within the classroom.</p> <p>Pumpkin Patch – Student learn about farming during different seasons and get to experience a petting farm with animals. Here they also learn about from farm to table and how compost is used to feed animals and plants.</p> <p>Zoo – Learn about animals and their habitats.</p>	<p><b>Goal(s):</b> 3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input 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	<p><b>Items Needed:</b> Field trip forms Buses Field Trip Fees</p>	<p><b>Effectiveness Measure:</b> SLTs</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><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></p>				

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<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>Due to the transient and often unstable environments that many of our school's students experience, a <b>Mental Health Provider (MHP)</b> will work with students 14 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. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</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 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	<p><b>Items Needed:</b> Salaries and Benefits for MHP</p>	<p><b>Effectiveness Measure:</b> Outcome measures for MHPs Chart</p> <hr/> <p><b>Effectiveness Results:</b></p>
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**Implementation of a schoolwide tiered model to prevent and address problem behavior:**

<p><b>Strategies Used to Prevent and Address Problem Behavior</b></p> <ul style="list-style-type: none"> <li>* Positive Behavior Support will be used to increase social skills amongst students. Students are recognized weekly for demonstrating the character trait of the week. Whole classrooms are also recognized for demonstrating exemplary social skills. Students are given certificates of the class spirit stick.</li> <li>*Anti bullying (ByStander Revolution Online Resources) will be used by the counselor to educate students on positive interactions with peers.</li> <li>*Conscientious Discipline and Second Steps social skills curriculum are used in the Pre K and K classrooms.</li> <li>*Students identified through teacher observations and documented behavior logs in need of Tier 2 interventions are placed on Check in Check out Program. Behavior Logs are used to evaluate.</li> <li>*Students will be recommended by their teacher for weekly social skill groups conducted by the counselor. These skill lessons will target friendship, anger management, and compliance.</li> <li>*Morning meeting will recognize students meeting goals.</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 <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	<p><b>Items Needed:</b> Second Step KITs Counselor's salary and benefits Incentives and rewards</p>	<p><b>Effectiveness Measure:</b> Reports in JPAMS Percent of Suspensions</p> <hr/> <p><b>Effectiveness Results:</b></p>
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**Strategies for Assisting Students in the Transition from One School to the Next:**

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<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>• Conduct a parent/family information meeting at head start for incoming students in May.</li> <li>• Head Start and Rainbow Child Daycare comes to tour the campus at the end of every school year for incoming students.</li> <li>• A parent/family orientation is conducted yearly to assist with the transition of students coming from PreK to Kindergarten August.</li> <li>• A transition night is done for PreK students going to Kindergarten May 9, 2018.</li> <li>• PreK does a unit in May “Kindergarten Here I Come” to prepare students for Kindergarten. Activities are sent home to link school to home.</li> <li>• Daily tours are done for all incoming students on an as needed bases for both parents and students.</li> <li>• The children of Abney Early Childhood Center share a cafeteria and gym with Abney Elementary. This allows students to familiarize themselves with the campus they will be attending.</li> <li>• Students arrive and dismiss at the Elementary each morning and afternoon.</li> <li>• In May Abney Early Childhood Kindergarten students and parents are invited to Abney Elementary for a transition night.</li> <li>• Some of the kindergarten students attend the after-school program on the elementary campus. The children are familiar with the physical layout of the school. Each May the kindergarten children take a tour of the first grade wing and visit each first grade classroom.</li> <li>• Collaboration between Abney Early Childhood’s principal and the Special Education Coordinator and teachers of Abney Elementary take place quarterly to</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</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 checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Computers Tablets Dry Erase Boards Papers Manipulatives Pens Pencils Crayons Literacy Materials Ink Color Paper Glue Markers Chart Paper Salaries and Benefits for Tutors Salaries and Benefits for subs Clip boards Index Cards Velco Laminating Film</p>	<p><b>Effectiveness Measure:</b> Parent Surveys</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p>ensure a smooth transition for all special education students.</p> <ul style="list-style-type: none"> <li>At the end of the 2017-2018 school year there are plans for the elementary Principal to meet with the children and their parents/families to welcome them and talk about first grade curriculum and expectations.</li> </ul>				
<p><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></p>				
<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>PLCs are conducted for Kindergarten and PreK once a month for 3 hours per grade level. The three hour time block is broken into two timeframes (1.5 hours addressing CLASS components &amp; 1.5 addressing individual students and their academic needs)</li> <li>PLCs are facilitated by administration, early childhood coaches, and teachers</li> <li>We look at Data from DRDP, BURST, Teaching Strategies, SLTs, Teacher made assessments to formulate small group and identify at-risk students along with interventions that will be done to improve student achievement. Data is reviewed at every meeting.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</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>Salaries and benefits for PLC subs.</p> <p>Paper</p> <ul style="list-style-type: none"> <li>-Chart Paper</li> <li>-Pencils</li> <li>-Clipboards for learning walks</li> <li>-Pens</li> <li>-Dry Erase Markers</li> </ul> <p>-Make and Take Supplies such as Velcro</p> <p>Laminating film</p> <p>Cardstock</p> <p>Tape</p> <p>Index cards</p>	<p><b>Effectiveness Measure:</b></p> <p>SLTS</p> <p>Teaching Strategies</p> <p>DRDP</p> <p>BURST data</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Walks</b> – during learning walks teachers and administrator look for examples of instruction that focus on the school wide goals identified through the SIP or during whole faculty study groups.</li> <li>• <b>Early Childhood Coaches</b> – Coaches support with components of CLASS (PreK Classroom Assessment Scoring System) to ensure each teacher is functioning at a proficient level in each area.</li> <li>• <b>Individual Conferences</b> – During individual conferences teacher, administrator, and coach work together on individual goals to develop ways in which she can move from a non-proficient level to proficient or from proficient level to excellent. Feedback and strategies are also given to teachers to ensure they are highly effective.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</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 checked="" type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Paper Pens Tablets</p>	<p><b>Effectiveness Measure:</b></p> <p>SLTs DIBELS</p> <hr/> <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</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 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><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p>college credit or participate in teaching internships at our schools.</p> <ul style="list-style-type: none"> <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>Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:</b></p>				
<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>
<p><b>Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:</b></p>				

## Abney Early Childhood Center

### **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:**

- SIP team will meet monthly after school to review goals, monthly student achievement data (progress monitoring, DRDP observations, Teaching strategies observations) and see if we are on target for meeting out goals.

**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:**

- Administrative Team Meetings
- SIP Meetings - During the school year the SIP committee (teachers and parents) sit to review SIP goals after each parental involvement event to determine if the activity addressed goals. Committee also reviews SAT information, school-wide data (DIBELS) to determine if students are continuing to grow. During PLCs progress monitoring data is reviewed, CLASS data is used, and student work is reviewed. During each faculty meeting the SIP is discussed as well along with parent surveys.

**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:**

- DIBELS
- PLCs – once a month teachers, coaches, and administrators review data (DIBELS, SLTs, Teacher Made Assessments, DRDP, and Teaching Strategies)
- Faculty Meetings – All members review current data, students not achieving and as a whole school what content areas we are struggling in.

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

- Mrs. Blanks will report the results of the final evaluation to the parents/families at the first parent/family engagement meeting of the year using the PowerPoint used with the staff. This PowerPoint will be shown immediately after the Title I DVD is shown.