

**2020-2021  
SCHOOL IMPROVEMENT PLAN**

**Abita Springs Middle**



*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>
The Student Progress Index (Student Growth to Mastery) is a potential strength as students have increased from 86.8 in 2018 to 91.3 in 2019, for a total increase of 4.5 index points.	Even though the Assessment Index has risen over the past three years for whole school, (2017-71.2 points , 2018-72.3 points, 2019-75.2 point), the growth has not been high enough to get back to the assessment index score from 2016 of 76.8 points.
ELA is a potential strength. For 2019, ELA average assessment index points across all grades was higher than all other subjects. (ELA- 85.2 points, Math- 72.5 points , Science- 74.5 points , Social Studies- 62 )	Math is a potential weakness in all grade levels. Math index scores consistently across the past four years have been significantly lower than ELA index scores during the same time span. (4th - Average 2016-2019, ELA - 83.7, Math - 75.1) (5th - Average 2016-2019, ELA - 79.4, Math 72.1) (6th - Average 2016-2019, ELA-82.2, Math-75.1)
Over the past two years, 6th grade has shown to be the highest grade level across all subject areas. (4th average -71.95 points, 5th average 68.2 points, and 6th average 73.59 points.) Looking at subcategories within 6th grade, Written Expression has shown to be a strength in ELA with 66% proficient in 2019 and Rational Numbers	Over the past two years, 5th grade has shown to be the lowest grade level across all subject areas (4th average 71.95 points, 5th average 68.2 points, and 6th average 73.59 points). Looking at subcategories within 5th grade, both Literary Text and Vocabulary have shown to be a weakness in ELA with 49% proficient and Recognize, Represent, and Determine Volume/Multiply and Divide Whole Numbers have shown to be a weakness in Math with 29% proficient in 2019.
ELA showed to be the highest concentration of Assessment Index scores across all grade levels the past four years. (2015-16, 81.8 average; 2016-17, 80.1 average; 2017-18, 79.9 average; 2018-19, 85.2 average points)	Social Studies showed to be the lowest concentration of Assessment Index scores across all grade levels the past three years. ( 2016-17, 51 average; 2017-18, 57.6 average; 2018-19, 62 average points) History has showed to be the lowest subcategory in 2019 with 4th grade 33% proficient, 5th grade 35% proficient, and 6th grade 29% proficient.
White subgroup has consistently shown as a strength across the board in all subject areas in assessment index points in 2019.(ELA - 89.4, Math - 78.2, Science -80.6, Social Studies - 68.1)	Students with disabilities (SWD) subgroup has consistently shown as a weakness across the board in all subject areas in assessment index points in 2019. (ELA - 47.8, Math - 28, Science - 34.2, Social Studies - 31.5)
SWD subgroup has increased the past two years on their assessment index score in ELA from 34.6 points in 2017 to 45.3points in 2018, then to 47.8 points in 2019.	SWD subgroup have decreased the past two years on their assessment index score in math from 35.4 points in 2017 to 31.2 points in 2018, then to 28 points in 2019.

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In 2019, the subgroup with the highest SPS score was white subgroup at 83.8 SPS.	In 2019, the subgroup with the lowest SPS score was SWD subgroup at 48 SPS.
White subgroup in ELA has been the highest index for the past three years. (2017-86.2 points, 2018-83.6 points, 2019-89.4 points)	SWD subgroup in Social Studies has shown to be the lowest index the past three years. (2017-10.4 points, 2018-19.1 points, 2019-31.5 points)
<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><b>GOALS</b></p> <ul style="list-style-type: none"> <li>• <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i></li> <li>• <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></li> <li>• <i>Must Include at Least 1 Subgroup Goal</i></li> </ul>	
1. From Spring 2019 to Spring 2021, the assessment index score in Math will increase for all grade levels on the LEAP 2025 by 2 assessment index points (4 <sup>th</sup> grade will increase from 72.5 to 74.5, 5 <sup>th</sup> grade will increase from 67.2 to 69.2, and 6 <sup>th</sup> grade will increase from 77.7 to 79.2).	
2. From Spring 2019 to Spring 2021, the assessment index score in ELA will increase in 5 <sup>th</sup> grade on the LEAP 2025 by 2 assessment index points, from 81.8 points to 83.8 points.	
3. From Spring 2019 to Spring 2021 the students in the subgroup SWD will increase their total assessment index in all subjects by a total of 3 index points, from 36.2 points to 39.2 points.	
4.	
5.	

**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.*

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- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p><b>Describe how all parents will be involved in the design and evaluation of the SIP (include the months that this will take place):</b></p> <p><b>Design:</b></p> <ul style="list-style-type: none"> <li>• Parental Involvement Committee to discuss goals of SIP and evaluation – August</li> <li>• PTA Board/Meetings – Principal sharing information about school-wide plan and getting feedback from exit tickets – throughout the school year</li> <li>• Website with SIP posted, including parental survey link in order to provide feedback – throughout the school year</li> <li>• Spring parental survey to provide feedback – April/May</li> <li>• Parental activities where parents participate in academic related activities as well as provide feedback using our exit tickets – throughout the school year</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Parents complete Spring Parental Survey and results analyzed.</li> <li>• Evaluation Results of SIP will be shared through a flier that will be sent home in the beginning of the school year.</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"/> DSS</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>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>• Parental Involvement Committee to discuss goals, plans, and implementation of programs related to goals.</li> <li>• PTA Board/Meetings – meeting with administration monthly</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> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>

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<ul style="list-style-type: none"> <li>• Parental Activities – parents participate in these activities as well as provide feedback using exit tickets and end of the year Parent Survey</li> <li>• SAT meetings – parents meet with teachers and SAT committee with the goal to increase student performance</li> <li>• IEP meetings – parents meet with the IEP Team with the goal in mind to develop a plan to increase student performance</li> <li>• Parent/Teacher conferences as needed</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"/> DSS <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
<p><i><b>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. Describe these meetings and the information that families should expect to obtain at these meetings.</b></i></p>				
<p><b>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>• Agendas purchased for home/school communication on a daily basis regarding curriculum, assessments, student progress</li> <li>• School Website contains links for teacher websites to provide open communication for classroom activities, Student Progress Center, SIP Plan, and parent survey</li> <li>• Teacher newsletters sent home weekly providing objectives for the week and upcoming events in class and school-wide</li> <li>• ROBO calls are made on an as needed basis for upcoming events</li> <li>• Parent/Teacher conferences on an as needed basis</li> <li>• JPAMS/Student Progress Center- Parents can view grades, teacher webpages, and homework assignments</li> <li>• Postcards sent home for upcoming events related to curriculum, student progress, etc.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets used to support this activity:</b></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 type="checkbox"/> DSS <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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<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 EL 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></p>	<p><b>Budgets</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> DSS</p> <p><input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<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. Include the month that the activity will take place if applicable.</i></b></p>				
<p><b>Parent Family Engagement Activity 1:</b></p> <p><u>Virtual Meet and Greet – Sept./Oct. 2020 –</u></p> <ul style="list-style-type: none"> <li>Zoom meeting with classroom parents</li> <li>Meet teachers</li> <li>Curriculum expectations and goals for the school year</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>



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		<input type="checkbox"/> Other		
<p><b>Parent Family Engagement Activity 4:</b></p> <p><u>Chromebook/Technology Parent Information Webpage</u></p> <ul style="list-style-type: none"> <li>• Informational videos for Technology</li> <li>• Chromebooks information</li> <li>• Acceptable use of technology/Review of the Chromebook Responsible Use Guidelines</li> <li>• Accessibility features on the Chromebook</li> <li>• Google Classroom</li> <li>• Google Meet and/or Zoom</li> <li>• Parents will learn strategies to enable them to help their children with the use of their Chromebook</li> <li>• Helpful links</li> <li>• Exit Tickets</li> </ul>	<p><b>Goal(s):</b></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 type="checkbox"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>
				<p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 5:</b></p> <ul style="list-style-type: none"> <li>• Wise Warrior Welcome –May 2021- As a transition into 4th grade, the incoming fourth graders are invited to ASMS for a tour. Parents of those students are also invited where information, such as grade-level expectations and school-wide expectations and goals, is shared.</li> </ul>	<p><b>Goal(s):</b></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 type="checkbox"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>
				<p><b>Effectiveness Results:</b></p>



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<b>Parent Family Engagement Activity 6:</b>  <u>State Testing/District Assessments Parent Information Webpage</u> <ul style="list-style-type: none"> <li>Information fliers and PowerPoints</li> <li>LEAP 360 (Diagnostic and Interim)</li> <li>LEAP 2025</li> <li>ELPT</li> <li>Helpful links</li> <li>Exit Tickets</li> </ul>	<b>Goal(s):</b>	<b>Budgets used to support this activity:</b> <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 type="checkbox"/> DSS <input type="checkbox"/> Other	<b>Items Needed:</b>	<b>Effectiveness Measure:</b>
				<b>Effectiveness Results:</b>

**3. SCHOOLWIDE PLAN STRATEGIES**

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

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

**Core Instruction**

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
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<p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Math Tier 1 curriculum – Teachers in 4<sup>th</sup> and 5<sup>th</sup> grade are using Zearn and teachers in 6<sup>th</sup> grade is using Eureka</li> <li>• ELA Tier 1 curriculum – Teachers in 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade are using Guidebooks 2.0, with a minimum of 3 units per school year</li> <li>• Moby Max – Teachers in 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade will use Moby Max during stations for ELA and Math to support core instruction.</li> <li>• Center-based Activities/Manipulatives for Math and ELA will be used for core instruction.</li> <li>• Guaranteed Curriculum – Teachers follow the Scope and Sequence for math, science, social studies, and ELA and use various activities embedded in the GC to enrich instruction.</li> </ul>	<p><b>Goal(s):</b></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 type="checkbox"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b></p> <p>Printers          Promethean Boards          Ink          Toner          Document Cameras          Headphones          Mice          Poster Maker ink and paper          Die-cut Machine</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• Student Learning Targets</li> <li>• Leap 360 – Diagnostic and Interval Assessments</li> <li>• Moby Max – Diagnostic assessments, pre and post</li> <li>• Guidebook Assessments (performance tasks)</li> <li>• Weekly Assessments in each subject area</li> <li>• LEAP 2025</li> <li>• Common assessments for Math and ELA for grades 4-6</li> </ul>	<p><b>Goal(s):</b></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 type="checkbox"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities:</u></b></p> <ul style="list-style-type: none"> <li>• Classes: Inclusion, Resource, MAE classes</li> <li>• All SWD students receive Tier 1 curriculum as listed above.</li> </ul>	<p><b>Goal(s):</b></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	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>Paraprofessionals provide support to students with disabilities within the regular classroom and SPED classroom</li> <li>Achieve 3000 is used by all SWD to help increase reading level and reading comprehension</li> <li>Quarterly progress reports sent home</li> <li>LEAP 360, LEAP 2025, LEAP Connect</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"/> DSS <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</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 EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</li> </ul> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>LEP paraprofessional part-time – works with EL students in their regular education classroom, supporting the instruction guided by the regular classroom teacher. Regular education teacher provides the guidance and skills necessary for the paraprofessional to provide that support.</li> </ul> <p><b>ELPT Assessment:</b></p> <ul style="list-style-type: none"> <li>The ELPT is used to measure the performance of ELs as they progress through K-12 education and achieve college and career readiness. Results are used to determine a student’s level of English proficiency and to decide which language services and support the student will need to fully participate in core content classes.</li> </ul>	<p><b>Goal(s):</b></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 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"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

***Interventions for At-Risk Students***

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<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>Teachers identify At-Risk students based on classroom performance, grades, data from LEAP 360, LEAP 2025, historical grades and test data, observation and parent input. Students below basic on LEAP 2025 are identified as At-Risk for participation. For students scoring Basic on LEAP 2025, LEAP 360 diagnostic data is used to determine participation. Of these students, those showing below Basic level on LEAP 360 diagnostic in either ELA or math are then also identified as At-Risk and qualify for participation. Teachers also may identify a student as At-Risk based on classroom performance, including grades in ELA or math. Administration reviews data on LEAP 360 and LEAP 2025 to determine At-Risk students in ELA and math.</li> <li>Parent/Teacher conferences</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"/> DSS</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>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>Certified Tutor – Students are pulled out during noncore instructional time. Tutor works with students on areas of need provided by regular education teacher. The tutor works with 4th and 5th grade students on ELA and math skills.</li> <li>Classroom teachers provide research-based interventions as determined by the SAT committee based on individual student academic or behavioral needs of identified at-risk students who are in SAT (Student Assistance Team). Such as: Checklist for work completion, check in/check out/reflex math, peer. I Do, We Do, You Do, - each of these 3/5 times a week. SAT committee pulls interventions from the STPSB Blackboard RTI site.</li> <li>Achieve 3000- targeting comprehension and writing skills, 2-3 times a week, 45 minutes each time.</li> <li>Resource teachers will incorporate programs daily including Reflex Math (to address those basic math skills that students are lacking) – 5 days a week, 30 minutes a day, and Fast ForWord – 5 days a week, 30 minutes a day (to</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"/> DSS</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>address phonemic awareness, comprehension, and fluency) within the resource classroom with students with disabilities.</p> <ul style="list-style-type: none"> <li>• Resource teachers will monitor programs by evaluating weekly progress reports provided by the individual programs.</li> <li>• Programs: Reflex Math, Fast Forward, Read, Write, Gold - Resource teachers will incorporate programs daily including Reflex Math (to address those basic math skills that students are lacking) – 5 days a week, 30 minutes a day, and Fast ForWord – 5 days a week, 30 minutes a day (to address phonemic awareness, comprehension, and fluency) within the resource classroom with students with disabilities. Read, Write, Gold is used by students as a word prediction program while practicing their writing skills.</li> <li>• Adapted Novels used to build comprehension skills and confidence for lower level readers</li> <li>• Part-time paraprofessional provides support to English Learners by either pushing in to the regular class.</li> <li>• Collaboration between the paraprofessional and the regular classroom teacher determines what specific needs are addressed for each English Learner.</li> <li>• Read, Write, Gold is used by students as a word prediction program while practicing their writing skills. This program also reads documents aloud to students.</li> </ul>				
<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>• Teachers request SAT (Student Assistance Team) for the at-risk students. SAT meets weekly on Wednesday, and team consists of teachers, parent, SAT chair, administration, speech therapist, counselor, and pupil appraisal</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> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>

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<p>representative. Research-based interventions are determined as a team and goals for progress are set. Teachers provide interventions in the classroom. Progress Monitoring forms are used to collect data. Team meets again in 4-6 weeks to evaluate effectiveness of intervention.</p>		<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"/> DSS <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
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***Support and Extended Learning***

<p><b>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</b></p> <ul style="list-style-type: none"> <li>• Two full-time teachers for academic gifted classes (ELA and math)</li> <li>• Students participate in PE, music and library classes</li> <li>• Speech services are provided by licensed speech therapist</li> <li>• Students who are identified as Talented Art, Drama or Music receive transportation to nearest school that provides these services</li> <li>• Adaptive PE</li> <li>• Occupational Therapist</li> <li>• KIT – students identified as KIT receive school supplies and uniforms as needed throughout the school year.</li> </ul>	<p><b>Goal(s):</b></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 type="checkbox"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21<sup>st</sup> Century, before or after school tutoring, field trips):</b></p> <ul style="list-style-type: none"> <li>• Infinity Science Center (Pearlington, MS) for 4th graders. Students will experience hands-on science activities as</li> </ul>	<p><b>Goal(s):</b></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	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>

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<p>related to space earth science using the scientific-method. (Honey Island Swamp Tour – Pearl River, LA for 4th graders. Students experienced life in a swamp, using these experiences in ELA classes during writing, also connections made while reading.)</p> <ul style="list-style-type: none"> <li>• Turtle Cove Tour (Akers, La) for 5th graders. Children will also be able to participate in the Tram Tour of the Nature Path, where they may observe animal behaviors and adaptations, both physical and behavioral. (Audobon Zoo, New Orleans, LA for 5th graders. Students learned habitats related to many animals and will be able to use this knowledge in their ELA classes during writing as well as connections while reading.)</li> <li>• KIT tutoring – providing academic support for those identifying KIT students struggling academically</li> <li>• Chess club helps students to improve their problem solving skills and memory in a fun, engaging environment.</li> <li>• Ocarina club benefits students who are interested in continuing with a more in depth music program with confidence. Students develop musical scale skills, fine motor skills, and proper breathing techniques.</li> <li>• Student Council helps share ideas, interests and concerns with teachers and principals. They organize activities, social events, and help the community.</li> <li>• Summer Camp is offered to all students with various activities including: cooking, sewing, arts and craft, 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"/> DSS <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
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***Other Strategies and Activities to Improve Students’ Skills Outside of the Academic Subject Areas***

<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>• Due to the transient and often unstable environments that many of our school’s students experience, a full-time <b>Mental Health Provider (MHP)</b> will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life.</li> </ul>	<p><b>Goal(s):</b></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	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>
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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> <ul style="list-style-type: none"> <li>•</li> </ul>		<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"/> DSS <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>• Full-time school counselor provides one-on-one counseling services as needed based on requests of students, teachers, parents, and administration.</li> <li>• Counseling will increase academic achievement by helping students develop coping strategies to handle life stress.</li> <li>• Counselor provides lessons to students on substance and sexual abuse, technology safety, and career readiness.</li> <li>• Counselor promotes awareness of Drug and Alcohol abuse by organizing Red Ribbon Week activities.</li> </ul>	<p><b>Goal(s):</b></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 type="checkbox"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b><i>Implementation of a schoolwide tiered model to prevent and address problem behavior:</i></b></p>				
<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• PBIS program provides our students with expectations to follow during each day with goals to reach monthly. Students are encouraged with the following:</li> <li>• BEST program (Check in/Check out with mentor)</li> <li>• PBIS quarterly incentive/party</li> </ul>	<p><b>Goal(s):</b></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	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>



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<ul style="list-style-type: none"> <li>• Individual class incentives</li> <li>• Refreshers for student expectations</li> <li>• Character Instruction Lessons and Character Awards</li> <li>• Ticket Pulls for Character Traits - ongoing</li> <li>• There is a school wide Warrior PRIDE expectation to guide student success.</li> <li>• The PBIS Committee consists of parents/families, teachers, students, and administrators. They meet to discuss discipline data, update the award program, evaluate surveys, plan for weekly messages/videos on the broadcast based on the monthly expectation/character trait, and plan for school-wide safety.</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"/> DSS <input type="checkbox"/> Other		<b>Effectiveness Results:</b>
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**Strategies for Assisting Students in the Transition from One School to the Next:**

<b>Transition Activities for Incoming and Outgoing Students:</b>	<b>Goal(s):</b>	<b>Budgets used to support this activity:</b>	<b>Items Needed:</b>	<b>Effectiveness Measure:</b>
<ul style="list-style-type: none"> <li>• Welcome Warriors - Parents/families that are new to ASMS (3rd grade parents/families) will be given a guided tour to learn and become familiar with the environment, routines, and staff the spring before enrollment. They will also learn academic expectations, enrichments, and federal programs.</li> <li>• ASMS SPED teachers meet with ASES SPED teachers to discuss incoming fourth graders.</li> <li>• ASMS administrators and ASES administrators collaborate regularly to discuss incoming students and concerns.</li> <li>• Students who are new to our area will meet with the school counselor to help acclimate them to the new school setting.</li> <li>• Outgoing Students – (6th Grade students) In the spring, an informational assembly is held for 6th graders to be introduced to FJH personnel, expectations, and course offerings. Students have their questions answered by FJH teacher/administrator.</li> </ul>		<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 type="checkbox"/> DSS <input type="checkbox"/> Other		<hr/> <b>Effectiveness Results:</b>

## Professional Development

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

<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>• PLC meetings are planned for twice a month during school hours as well as specified planning times for teachers. PLC meetings will be grouped by grade level as well as by subjects taught. These meetings will be used to review assessments given, targeting unsuccessful students, planning to enhance instruction according to assessments, and reflecting. Each PLC will last for 40 minutes.</li> <li>• After school PLCs will be held twice a month for one hour and teacher will be paid a stipend.</li> <li>• The assistant principal and instructional coach for each subject area attends every PLC. They assist teachers in analyzing data and setting goals.</li> <li>• Leadership roles of the teachers rotate each meeting.</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"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Stipends for PLCs</p>	<p><b>Effectiveness Measure:</b></p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Guidebook PD – Teacher Leaders redeliver guidebook training that they received at the district level</li> <li>• Zearn PD – Instructional Coach administers this PD before the teachers begin the next unit.</li> <li>• PD during faculty meetings including – PBIS, Safety, Standards review</li> <li>• PD related to meeting needs of students with disabilities (accommodations including Read, Write, Gold Training)</li> <li>• Summer Institute offered at district level</li> <li>• STPSB Curriculum Specialists and Instructional Coaches instruct teachers on the shifts made in the curriculum and current teaching trends including those in math with an emphasis on building better assessments and using assessments to drive instruction</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"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>• UIR Training: School Support Institutes – helps school leadership teams ensure teachers are fully prepared to deliver high quality lessons.</li> <li>• UIR Training: Intervention Content Leader Training – delivers training that focuses on training schools to build a strong intervention model that engages all teachers within the school on how to support students who struggle in English and Math.</li> <li>• UIR Training: ELA and Math Content Leader Training – helps lead teachers to have the knowledge, skills, and concrete resources to provide the high quality, content rich, and curriculum specific professional development to new and current teachers.</li> </ul>				
<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>• The District participates in the Teacher Residency Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.</li> <li>• Student Teachers from local universities are placed in schools throughout the district.</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>• A District Representative serves as a speaker on college campuses for different education courses.</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>• Counselor provides six opportunities throughout the year for 6th grade students including guest speakers, interest inventories, and a career day. Students are made aware of the correlation between their current education (curriculum) and their future career decisions.</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> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>



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- 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.*

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

- 

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

- 

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

-

**2019-2020 Committee Members**

<b>2019-2020 Committee Members</b>	
<p><b><u>School Improvement Planning Committee</u></b> Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p> <p><b>Members Include:</b></p> <ul style="list-style-type: none"><li>• Principal:</li><li>• AP:</li><li>• Teacher:</li><li>• Teacher:</li><li>• Parent/Family:</li><li>• Parent/Family:</li><li>• Parent/Family:</li></ul>	<p><b><u>Parent/Family Engagement Committee</u></b> Responsible for the Implementation of the PFE Activities in the SIP</p> <p><b>Members Include:</b></p> <ul style="list-style-type: none"><li>• Principal:</li><li>• Student:</li><li>• Teacher:</li><li>• Teacher:</li><li>• Parent/Family:</li><li>• Parent/Family:</li><li>• Parent/Family:</li></ul>

**DISTRICT ASSURANCES**

- I certify that this school improvement plan was designed to improve student achievement with input from all stakeholders.
  
- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
  
- I hereby certify that this plan has all of the following components:
  - Evidence of the use of a comprehensive needs assessment
  - Measurable goals
  - Parent and family engagement activities aligned with assessed needs
  - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
  - Plans for transitioning incoming and outgoing students in the school community
  - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
  - Coordination and integration of federal, state, and local resources, services, and programs
  - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
  - A schoolwide action plan with timelines and specific activities for implementing the above criteria
  
- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson, School Improvement Team Signature

\_\_\_\_\_  
Date