

Abita Springs Middle School
Grades 4-6
Edward Strohmeyer
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2016-2017

1.COMPREHENSIVE NEEDS ASSESSMENT

(Look at the summary pages in the Data Analysis Template for 1a and 1b 1-3)

STRENGTHS

<u><i>1a. Results of Comprehensive Needs Assessment</i></u>		<u><i>1a. Measures used to Determine School Needs:</i></u>
STRENGTHS		DATA SOURCES
6 th Grade ELA has shown to be the strongest subject from 2014-2016; (2014-15 – ELA 111.9, Other Subjects 104.4-90.5) (2015-16 – ELA 105.2, Other Subjects 91.9-81.2)	1	Parcc 2014-15; LEAP 2015-16
6 th Grade ELA – SWD have shown a steady increase in % proficient over 2 years 2014-2016; from 23.1% in 2013-14 to 46.2% in 2014-15 to 55.6 in 2015-16.	2	Parcc 2014-15; LEAP 2015-16
4 th Grade Science has shown a steady increase from 2014-2016 (CRT) 88.3 to 90.7 to 94.1 in 2015-16	3	Parcc 2014-15; LEAP 2015-16
5 th Grade Economically Disadvantaged have shown a steady increase in % proficient from 2014-2016. (74.2% to 77.% to 77.6%)	4	Parcc 2014-15; LEAP 2015-16
In grades 4 th -6 th , ELA has shown to be the strongest subject area from 2014-2016 measuring the SPS grade level index. (2014-15, grade 4 – ELA 104.0, Other subjects 90.7-89.4; grade 5 – ELA 97.9, Other subjects 87.7-79.0; grade 6 – ELA 111.9, Other subjects 104.4-90.5) (2015-16, grade 4- ELA 101.2, Other subjects 98.0-94.1; grade 5 – ELA 91.9, Other subjects 90-84.1; grade 6 – ELA 105.2, Other subjects 91.9-81.2)	5	Parcc 2014-15; LEAP 2015-16

CHALLENGES

<u><i>1b. Results of Comprehensive Needs Assessment</i></u>		<u><i>1b. Measures used to Determine School Needs:</i></u>
CHALLENGES		DATA SOURCES
Comparing the same group of students from 2014-16, those students scored consistently lower in all subjects areas during their 5 th grade year.	1	Parcc 2014-15; LEAP 2015-16
5 th & 6 th subgroup (black) rapidly declined in Math from 2013-2016; 5 th Grade: 65.5-60-52.2; 6 th Grade: 94.1-72.0-65.2	2	Parcc 2014-15; LEAP 2015-16
6 th grade math scores have decreased 2014-2016; 111.2-104.4-91.9	3	Parcc 2014-15; LEAP 2015-16
PARENT/FAMILY ENGAGEMENT: 52% of the parents who completed the 2015/2016 Parent	4	Title I Parent/Family surveys-Spring 2016

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Involvement Survey, were not fully aware of how the Title 1 Program works at the school. (65/125)		
Behavioral: Overall number of suspensions steadily increased from 2013-2016; (2013-14, 12 suspensions) (2014-15, 16 suspensions) (2015-16, 26 suspensions)	5	jPams Discipline Data

GOALS

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
GOALS
1 By May 2017, 5 th grade students will maintain or show an increase in math and ELA from their 4 th grade results. (ELA > or equal to 101.2; Math > or equal to 98.0) Addresses the historic dip in 5 th grade.
2 By May 2017, the Spring 2016 black subgroup of 5 th & 6 th grade students will increase % proficiency in math (5 th grade – from 52.2% to 55.3?) (6 th grade – from 65.2% to 68.2%)
3 By May 2017, the 6 th grade SPS index level in math will increase by 10% from 91.9 to 101
4 PI: By May 2017 we will increase awareness by 20% how the Title I program works as measured by Title I Parent surveys at the end of the year. (52% unaware to 32% unaware of the surveys completed.)
5 Behavioral: By May 2017, we will decrease the number of suspensions from 26 to 23 considering our population has increased school-wide and demographics have changed in recent years.

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

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

3. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p><u>PLC</u> Our PLC meetings will be a key focus of professional development this year. PLC meetings occur every six weeks until May 2017. Each PLC session lasts for two hours and are led by administration and/or teacher leaders, depending on the focus for each meeting. Our focus being ELA and math this school year, PLC groups will be</p>	<p>10. BUDGETS used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA	<p>Item(s) to be purchased to support this activity:</p> <p>-Refreshments -Substitutes for teachers to attend or present PLC</p>

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<p>divided into grade level groups as well as subject matter groups depending on the specific focus of each particular PLC session.</p> <p>The focus of our PLC sessions this school year will be to increase test scores in ELA and math, but using data through assessments given to develop lessons and interventions to increase student scores.</p> <p>Beginning of Year ELA & Math LEAP data, analyze data to show areas of strengths and weaknesses – Highlight strategies (best practices) that were successful – Brainstorm with colleagues-shared to best practices.</p> <p>Teacher presenters will share online resources and train teachers on using Moby Max and Study Island to be used as interventions and enrichment for students.</p> <p>Teachers will bring ELA and math test results to analyze data throughout the school year. This will enable teachers to brainstorm ideas throughout the year to better provide interventions and enrichment activities for students as well as to better align support to their lessons.</p>	<p><input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	
<p>Professional Development Outside of PLC</p> <ul style="list-style-type: none"> ●Faculty meetings for parish and state mandated trainings ●Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED ●After-school, before school, and district sponsored professional development 	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Refreshments</p>

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<p>4. PARENT/FAMILY ENGAGEMENT: What strategies/activities do you employ to increase Parent/Family Engagement? You may group strategies by type of activities, time of day, purpose, or any other way your school’s design fits into 2 or 3 entries in this category.</p>		
<ul style="list-style-type: none"> ◆ Parents/families/families will be a part of the DESIGN process by meeting to help review the draft of the SIP plan based on data. Parents/families/families are given the opportunity to make suggestions and give recommendations for revision. Sign in sheets used for documentation. ◆ Parents/families/families assist in the IMPLEMENTATION of the Title I plan through attendance at family events, planning meeting, and working at the events. Sign in sheets and agendas will be used for documentation. Through our PTA, volunteers were organized early in the school year through a volunteer tea. This volunteer core group works with other parents to not only encourage attendance at family events, but help in the planning and implementation of events. ◆ Parents/families/families will complete PARENT/FAMILY Survey to assist in the EVALUATION process of our Title I plan. These will, in part, be used to evaluate our PARENT/FAMILY ENGAGEMENT plan and to plan for next year’s plan based on results. ◆ Parents/families/families will be a part of the evaluation process at the end of the school year, meeting and reviewing the draft of the final report that evaluates the Title I program prior to being disseminated to the stakeholders. ◆ Information about our Title I program will be on the ASMS website. Parents/families/families also will provide feedback through a link on our website related to our Title I plan. 	<p>10. BUDGETS used to support this activity:</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Refreshments Copies</p>
<ul style="list-style-type: none"> ◆ <i>Include meeting dates for the: planning, implementation, and evaluation of the:</i> <ul style="list-style-type: none"> ○ Parent Involvement Policy/compact; March 2017 	<p>10. BUDGETS used to support this activity:</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Refreshments</p>

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<p>○PARENT/FAMILY ENGAGEMENT Plan , March 2017</p> <p>○School Improvement Plan. Nov/Dec. 2016</p> <p>◆NNPS PARENT/FAMILY ENGAGEMENT Planning – Sept/October</p> <p>◆SIP Writing/Review meeting – November 2016</p> <p>◆Implementation of Plan – August PTA meeting to explain the PARENT/FAMILY ENGAGEMENT Plan and request volunteers for the implementation of the plan.</p> <p>◆Parent Committee Work – August and Monthly throughout the year.</p> <p>◆Parents/families/families will complete PARENT/FAMILY surveys and NNPS surveys this year. These will, in part, be used to evaluate our PARENT/FAMILY ENGAGEMENT plan and to plan for next year’s plan based on results.</p> <p>◆Evaluation for the Title I plan and program will include exit tickets from PARENT/FAMILY ENGAGEMENT events, feedback button on website and surveys.</p> <p>◆Parents/families/families will also be included in the final evaluation meeting held at the end of the year to review the draft of the evaluation before it is finalized and presented to the faculty and stakeholders, May 2017.</p>	<p>___SRCL</p> <p>___Title II</p> <p>___LA4</p> <p>___IDEA</p> <p>___Title III</p> <p>___Bond Money</p> <p>___Other</p>	<p>TeacherWeb</p>
<p>◆Describe how parents/families/families will receive timely information about the Title I program;</p> <p>◆Parents/families/families will receive timely information about their child’s education via these communication strategies: our school website, Teacherweb, weekly newsletters from teachers, monthly newsletters from PTA, robocalls, notes home in daily agendas. Parents/families/families can also email teachers directly through school board email or teacherweb.</p>	<p>10. BUDGETS used to support this activity:</p> <p><u> X </u> Title I</p> <p><u> X </u> GFF</p> <p>___SRCL</p> <p>___Title II</p> <p>___LA4</p> <p>___IDEA</p> <p>___Title III</p> <p>___Bond Money</p> <p>___Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>TeacherWeb</p> <p>Newsletters (paper & Ink)</p> <p>Postage</p> <p>Agendas</p>
<p>◆Describe how parents/families/families will be informed of the curriculum, assessments and proficiency levels students are expected to meet.</p>	<p>10. BUDGETS used to support this activity:</p> <p><u> X </u> Title I</p> <p><u> X </u> GFF</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p>Meet and Greet – August Open House – September Weekly Teacher newsletters – ongoing weekly School Website – March (testing information and dates) PTA Newsletter</p>	<p><input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>TeacherWeb Copies & Paper (PTA) Postage</p>
<p>The documents prepared by the state to inform parents/families of their child’s academic achievement on state standardized testing are sent to the parents/families</p> <p>Parents/families in need of translation services contact the school and a conference is set-up to discuss results.</p>	<p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies-GFF</p>
<p>NNPS-The school is a member of the National Network of Partnership Schools sponsored by John Hopkins University. The school has access to a wide variety of ideas to improve Parent/Family Engagement and interest in the education of their children.</p>	<p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other.</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Membership in NNPS</p>
<p>◆ To be in compliance with Act 436, at least three meetings will be held during the school year to provide parents/families information on how to access the curriculum. This information will be provided to parents/families at school open house events, scheduling nights, parent meetings, and other parent orientations.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Refreshments TeacherWeb</p>
<p>◆ <i>Describe</i> Parents/families will be encouraged throughout the year to participate in decision</p>	<p>10. BUDGETS used to support this activity:</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p><i>making processes in various ways.</i></p> <p>◆ Parents are encouraged to attend the events below through, phone calls, emails, notes home in agendas, fliers, marquee’, robocalls.</p> <p>LIST</p> <p>◆ SIP Committee meetings – monthly</p> <p>◆ NNPS Committee – Sept/Oct.</p> <p>◆ PTA meetings - monthly</p> <p>◆ SAT meetings – weekly</p> <p>◆ IEP meetings – weekly</p> <p>◆ Parent Conferences – daily</p> <p>◆ Parent Committee Work – November</p> <p>◆ PBIS Meetings – monthly</p> <p>◆ Secondary Intervention Meetings - monthly</p>	<p>_____ Title I</p> <p><u> X </u> GFF</p> <p>_____ SRCL</p> <p>_____ Title II</p> <p>_____ LA4</p> <p>_____ IDEA</p> <p>_____ Title III</p> <p>_____ Bond Money</p> <p>_____ Other</p>	<p>Refreshments</p>
<p>◆ <i>Describe specific training activities (<u>at least all 6 from Title I Application PARENT/FAMILY ENGAGEMENT Plan</u>)</i></p> <p>◆ Meet & Greet (August 2016) Parents/families will meet their child’s teachers, also the parents/families will learn about behavioral expectations, Parent/Family Engagement opportunities, and will be given an overview of Title I program and the benefits of being a Title I school.</p> <p>◆ Family Math Night (October 2016) Parents/families will learn about shifts in math curriculum by participating with their child. They will be shown math links to help their child with math. They also will learn how to use tools to support the math curriculum and math homework tips.</p> <p>◆ Parenting Night (October 2016) Parents/families will learn important information to help them guide their child through the internet safely. This night will also provide parents information related to proper use of social media by their children which may decrease discipline problems that arise at school resulting from improper use of social media by students.</p>	<p>10. BUDGETS used to support this activity:</p> <p><u> X </u> Title I</p> <p><u> X </u> GFF</p> <p>_____ SRCL</p> <p>_____ Title II</p> <p>_____ LA4</p> <p>_____ IDEA</p> <p>_____ Title III</p> <p>_____ Bond Money</p> <p>_____ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Refreshments</p> <p>Copies</p> <p>Material/Supplies</p> <p>Stipends and benefits for teachers to attend.</p>

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<p>◆ Family Literacy Night (January 2017) Parents/families will learn how to better connect what they are learning at school to their real-life experiences at home. Parents/families will learn the importance of daily reading at school and at home.</p> <p>◆ Living Timeline (February 2017) Parents/families learn the benefits of researching skills and using informational resources and oral presentations to enhance reading and language skills.</p> <p>◆ Welcome Warriors (May 2017) 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. They will also learn academic expectations, enrichments, and federal programs.</p>		
<p>◆ Home-School Communication</p> <ul style="list-style-type: none"> ◆ PTA newsletters ◆ TeacherWeb ◆ Student Agendas ◆ Robocalls ◆ School Website ◆ Teacher home folders ◆ Flyers ◆ Email ◆ Parent Phone Calls 	<p>10. BUDGETS used to support this activity:</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Title I</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> GFF</p> <p style="padding-left: 20px;"><input type="checkbox"/> SRCL</p> <p style="padding-left: 20px;"><input type="checkbox"/> Title II</p> <p style="padding-left: 20px;"><input type="checkbox"/> LA4</p> <p style="padding-left: 20px;"><input type="checkbox"/> IDEA</p> <p style="padding-left: 20px;"><input type="checkbox"/> Title III</p> <p style="padding-left: 20px;"><input type="checkbox"/> Bond Money</p> <p style="padding-left: 20px;"><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>TEACHERWEB</p> <p>Paper</p> <p>Ink</p> <p>Agendas</p> <p>Website Fees</p> <p>Educational Pamphlets</p>

<p>5. TRANSITION: What activities are in planned to transition incoming and outgoing students at your school? Be sure to list <i>at least one</i> for incoming and one for outgoing students.</p>		
<p>Incoming Students</p> <p>3rd Grade student from ASES will visit the school in May to visit and tour to school. This enables these students an opportunity to get comfortable and learn expectations for middle school</p> <p>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</p>	<p>10. BUDGETS used to support this activity:</p> <p style="padding-left: 20px;"><input type="checkbox"/> Title I</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> GFF</p> <p style="padding-left: 20px;"><input type="checkbox"/> SRCL</p> <p style="padding-left: 20px;"><input type="checkbox"/> Title II</p> <p style="padding-left: 20px;"><input type="checkbox"/> LA4</p> <p style="padding-left: 20px;"><input type="checkbox"/> IDEA</p> <p style="padding-left: 20px;"><input type="checkbox"/> Title III</p> <p style="padding-left: 20px;"><input type="checkbox"/> Bond Money</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Refreshments</p>

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<p>environment, routines, and staff the spring before enrollment. They will also learn academic expectations, enrichments, and federal programs. ASMS SPED teachers meet with ASES SPED teachers to discuss incoming fourth graders.</p> <p>ASMS administrators and ASES administrators collaborate regularly to discuss incoming students and concerns.</p> <p>Students who are new to our area will meet with the school counselor to help acclimate them to the new school setting.</p>	<p style="text-align: center;"><u> </u> Other</p>	
<p>Outgoing students</p> <p>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.</p> <p>ASMS SPED teachers and FJH SPED teachers meet to discuss new 7th grade students.</p>	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;"><u> </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II <u> </u> LA4 <u> </u> IDEA <u> </u> Title III <u> </u> Bond Money <u> </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Refreshments</p>

<p>6. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?</p>		
<p>The fundamental question is what are the teachers expected to do with the data they have on their students:</p> <ul style="list-style-type: none"> •Teachers are expected to participate in Professional Learning Community sessions every six weeks and monthly faculty meetings where test data is analyzed and discussed. •Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below). •Teachers are to use the data from EAGLE, Moby Max, Study Island, iLEAP, and LEAP to develop lessons and interventions for at-risk students. 	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;"><u> X </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II <u> </u> LA4 <u> </u> IDEA <u> </u> Title III <u> </u> Bond Money <u> X </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Copies Ink/toner</p>

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<ul style="list-style-type: none"> •Teachers are to progress monitor these students quarterly to ensure interventions/lessons are addressing students' needs. 		
<p>-Teachers were given LEAP data from their students last year to analyze and identify areas of strengths and weaknesses.</p> <p>-Teachers were also given LEAP data for their current students to use in their everyday planning to meet all students' needs by differentiating instruction.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Copies Ink/toner</p>

<p>7. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES: What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.</p>		
<p><u>Mental Health Providers</u>-(please adjust to fit your school's MHP plan)</p> <p>MHP: Due to the transient and often unstable environments that many of Abita Springs Middle School students experience, a Mental Health Provider will work with students for 20 hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. Edward Strohmeyer will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Edward Strohmeyer will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student's situation. Review of</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</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"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: MHP Salary and Benefits-Amy Simmons</p>

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<p>performance on classroom assessments, benchmark assessments and standardized tests such as LEAP will also occur.</p>		
<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u></p> <p>PBIS program provides our students with expectations to follow during each day with goals to reach monthly. Students are encouraged with the following: BEST program PBIS monthly incentive/party Individual class incentives Refreshers for student expectations B1 program – proactive against bullying</p> <p>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.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Folders PBIS prizes B1 tshirts (PTA)</p>
<p><u>Instructional Program Enhancements</u></p> <p>Push in tutors are scheduled to go into fourth and fifth grade classrooms daily to address needs determined by LEAP data. The tutor keeps a log of all students seen and skills that students are working on throughout the school year. Students are progressed monitored by their ELA and math classroom teachers throughout the school year by looking at classroom assessments given. Classroom teachers will then develop a plan for skills that the tutor should work on during their classroom instruction time. Even though students were chosen for this program using LEAP data, this is just a starting point. SLT data will be used to assess student progress on the MOY and EOY assessments. Even though according to the district Baseline Target Chart 50% is proficient on the mastery assessment given by teachers at the end of the year, the goal will be 70% proficiency for these</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salary and benefits for push in tutors Copies for Mastery Test</p>

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<p>students. Since classroom instruction and the skills that the teachers are seeing weaknesses are being assessed on the mastery SLT assessment at the end of the year, this will give a true picture of success that students have had relating from the tutors working on these specific skills during classroom instruction. Proficiency is based on the SLT Baseline Target Chart. ELA – 14 or greater out of 20; Math – 70% or greater.</p> <p>Roy Jenkins – push in tutor Ellen Burkhardt – push in tutor</p>		
<p><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u></p> <p><i>Does not apply to our school.</i></p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Tutoring/Helping Hands-Push-in- Include names of timesheet personnel hired to do this program.</u></p> <p>ROUF Tutor is scheduled to go into fourth and fifth grade classrooms daily to address needs determined by LEAP data. Being a certified teacher, the ROUF tutor also works with the teachers to develop small group lessons for students that are targeted. The ROUF tutor not only works with students in the classroom, but also pulls small groups to given more intense instruction during the school day. The tutor keeps a log of all students seen and skills that students are working on throughout the school year. Students are progressed monitored by their ELA</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salary and benefits for Dianna: Lazaro</p>

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<p>and math classroom teachers throughout the school year by looking at classroom assessments given. Classroom teachers will work with the ROUF tutor to develop a plan for skills that the tutor should work on during their classroom instruction time and for more intense small group sessions. Even though students were chosen for this program using LEAP data, this is just a starting point. SLT data will be used to assess student progress on the MOY and EOY assessments. Even though according to the district Baseline Target Chart 50% is proficient on the mastery assessment given by teachers at the end of the year, the goal will be 70% proficiency for these students. Since classroom instruction and the skills that the teachers are seeing weaknesses are being assessed on the mastery SLT assessment at the end of the year, this will give a true picture of success that students have had relating from the tutors working on these specific skills during classroom instruction. Proficiency is based on the SLT Baseline Target Chart. ELA – 14 or greater out of 20; Math – 70% or greater.</p> <p>Dianna Lazaro</p>		
<p><u>Technology Resources and Personnel (include names):</u> <u>General Technology</u> to increase engagement: Activboards, Votes, Expressions, ELMO, computers, printers, laptops, document cameras</p> <p>We do have a Title I para who monitors and maintains labs, maintains inventory, supports teachers with their tech needs and lessons.</p> <p>Rachel Winters – Title I Tech Para</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Salary and Benefits for Rachel Winters Computers, monitors, activboards and installation, projectors, document cameras, votes, expressions, ipods, ipads, toners printers, replacement bulbs, and RAM for upgrades.</p>
<p><u>Technology Interventions/Progress Monitoring</u> <i>List programs and describe how students are selected and monitored for each program listed.</i></p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF</p>	<p>Item(s) to be purchased to support this activity: -Brain Pop subscription</p>

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<p>ASMS has a computer lab that all students have access to. In this lab, our students, including SPED students will receive specialized intervention through: Fast Forward</p> <ul style="list-style-type: none"> •Students are chosen for the program that show a deficit in reading. The STAR test and RAPS are both used as a measure of the students’ reading level. The majority of the students using Fast Forward are SPED students with a deficit in reading. However, through the SAT process, regular education students are given this intervention as well. •Students are progress monitored by the teacher in charge of the program by running Fast Forward reports regularly. The reports shows the percentage complete and also the implementation target reports for each student. <p>EAGLE,</p> <ul style="list-style-type: none"> •All students are involved in using Eagle this school year. •Teachers use Eagle to design skill lessons and tests for students to practice those skills. These tests will correlate with activities that students are currently working on in their classroom in ELA & math. Eagle sessions are set up during station time in classrooms and during whole group computer lab visits once a week. •Eagle is designed to not only help to improve state test results, it is also designed to improve instruction throughout the school year. •Students are progress monitored on Eagle by their ELA and math teachers reviewing the assessments taken by students and using those assessments to drive further lessons on Eagle and instruction in the classroom. <p>Moby Max,</p> <ul style="list-style-type: none"> •Students are chosen for the program by their 	<p style="text-align: center;"> <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other </p>	<p>-AR subscription -Moby Max subscription -Study Island subscription -Fast Forward subscription</p>
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<p>classroom teachers based on an intervention needed in math and/or ELA.</p> <ul style="list-style-type: none"> •Students are progress monitored by the teacher for that particular subject using their starting GE and their ending GE as measures <p>Study Island,</p> <ul style="list-style-type: none"> •Students are chosen for the program by their classroom teachers based on an intervention needed in ELA by looking at their Readiness SLT •Students are progress monitored by the teacher for particular skills/lessons each week, determining if more intervention is needed for particular students or skills •Teachers progress monitor students by pulling up the Study Island progress reports <p>AR</p> <ul style="list-style-type: none"> •All ELA students are selected for AR •Students will be progressed monitored by their ELA teacher throughout the year, but specifically during each quarter as students work towards their goal. At the end of each quarter, teachers will view students' progress towards goals. •Classroom teachers will print the reading report from the program showing BOY and EOY GE STAR test results. 		
<p><u>Special Education Subgroup Data</u> 2015-16 SWD – ELA – 47.2 % Proficient 2015-16 SWD – Math – 32.1 % Proficient</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Special Education Program Design</u></p>	<p>10. BUDGETS used to</p>	<p>Item(s) to be purchased</p>

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<p>Special Education Design consists of a resource class that encompasses all three grades. Two co-teachers serve 4th, 5th, & 6th grade ELA and math students. Inclusion exists for Science, Social Studies, and pullout classes. Special Education teachers as well as paras provide support during inclusion in Science and Social Studies.</p> <p>ASMS also has a MAE classroom, providing academic instruction to students either on a resource type setting or inclusion, depending on their behavioral needs.</p> <p>ASMS also has an RNC class with a teacher and paraprofessional, providing appropriate academic, social, behavioral support for the students in the class. Several of these students are self-contained in the RNC classroom, several others have support provided in their regular education classroom or resource classroom.</p>	<p>support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>to support this activity:</p>
<p><i>Classroom Size Reduction Teachers</i> (if applicable) <i>Title I or Title II (include names)</i> <i>State grade and how data supports this decision</i></p> <p><i>Does not apply to our school</i></p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><i>Curriculum Enhancements</i> Field trips and instructional materials – Scholastic News/Scope as well as science materials</p> <p>Each grade level goes on one educational field trip that ties into their current concepts being taught related to the curriculum.</p> <p>Scholastic News & Scope – used by students in 5th</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</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>Item(s) to be purchased to support this activity:</p> <p>Scholastic News Scope Transportation for field trips Entry fees for field trips</p>

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<p>& 6th grade ELA as an enhancement to the curriculum. Expectations include ability to better read and understand nonfiction literature and identify all genres.</p> <p>Science Materials include dissecting items and hands on manipulatives to develop inquiry</p>	<p><input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	
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8. COORDINATION OF PROGRAMS		
<ul style="list-style-type: none"> •McKinney Vento-All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4 and IDEA •Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program. •Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding. •Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III. 	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> •Tutoring •Clothing •School supplies •Field trip fees •Summer school fees •MHP services •Community Resource Connections •Meals •Services of the LEP para and LEP tutor

9. HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?		
<p>The Title I Committee meets and discusses all of the following:</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p>Overall-The school's performance on standardized test scores.</p>		
<p><u>Tutoring programs-</u> Data to be collected, responsible person, timeline for collection, process for calculation Each year, in the spring as we get SLT results, the Title I Committee will meet to look at the following areas to evaluate our Tutoring Program for its success rate. *Analyzing SLT data kept on a spreadsheet by tutors of those students that are part of the tutoring program. Looking to see these students move to a proficiency range. * The number of students who are listed on tutoring logs that reached the proficiency range in either the writing or math assessments or both. The documentation kept by our tutors will be used to determine growth, and the results from each year's SLT assessment of student growth will help determine program eligibility.</p> <ul style="list-style-type: none"> ●For each student participating in the tutoring program, the tutor will be required to keep a spreadsheet with, MOY and EOY SLT info on each student for the subject area being tutored. ●Students meeting a proficiency range of 70% will be considered successful and given a "1". Those not reaching their target will get a "0". ●A percentage of successful students will be determined for each tutoring program. ●Programs will be considered successful if 80% of the students meet their target. ●The completed spreadsheet is due to the administration as soon as final SLT data is collected. ●All information will be kept on file, including a final report compiled by Edward Strohmeyer and Angela Johnson. 		

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<p>Title I Para Tech – Rachel Winters – will be evaluated through the following process:</p> <ul style="list-style-type: none"> • Students are given a pre-test regarding their technology knowledge/skills • Students are given a post-test regarding their technology knowledge/skills • Evaluation of success will be determined with a 80% proficiency goal on post-test questions related to technology knowledge/skills 		
<p><u>Helping Hands</u></p> <p>Does not apply to our school.</p>		
<p><u>Parent/Family Engagement</u></p> <p>The Parent/Family Engagement committee will meet each year to assess the PARENT/FAMILY ENGAGEMENT plan. The committee will use data from exit tickets from PARENT/FAMILY ENGAGEMENT events, Title I surveys from parents/families, comments left on website, sign in sheets and NNPS survey to assess the prior year’s effectiveness and to plan for the following year’s activities, including a final report compiled by Edward Strohmeyer and Angela Johnson.</p> <p>The Parent Family Engagement Committee will make careful note to see if the goal of only 32% of the parents being unaware of Title I was met.</p> <p>A sign in sheet will be kept for each PARENT/FAMILY ENGAGEMENT committee meeting, and all supporting documentation and notes will be kept on file.</p>		
<p><u>MHP Evaluation Form</u></p> <p>Each year, the data taken from our MHP end of year documentation log will be used to monitor student growth in the areas of decreased behavioral referrals and increased grades.</p>		

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<p>MHP has a copy of the spreadsheet and will monitor referrals and grades.</p> <p>The MHP referral forms and documentation log will be kept on file as documentation of our evaluation of the program, including a final report compiled by Edward Strohmeyer. Data will be collected from behavior reports of these students as well as grades to evaluate the increase in academic performance and decrease in discipline referrals.</p> <ul style="list-style-type: none"> •The goal of the MHP is to decrease referrals and show academic improvement •The MHP will complete the STPSB 2016-2017 Outcomes Measures for Mental Health Providers at the end of each 9 week period and give it to the administration no later than 1 day after the end of the third nine week period. •Student can earn up to two points, 1 for improved academics (ELA and math) and 1 for decrease in referrals as year progresses. •The total number of points are tallied and divided by two times the number of students to get the percent success. •Programs will be considered successful if the program has an 80% success rate. <p><u>TECHNOLOGY:</u></p> <p>Fast Forward</p> <ul style="list-style-type: none"> •Students are chosen for the program that show a deficit in reading. The STAR test and RAPS are both used as a measure of the students' reading level. The majority of the students using Fast Forward are SPED students with a deficit in reading. However, through the SAT process, regular education students are given this intervention as well. •Students are progress monitored by the teacher 		
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<p>in charge of the program by running Fast Forward reports regularly. The reports shows the percentage complete and also the implementation target reports for each student.</p> <ul style="list-style-type: none"> •Growth will be determined by subtracting the starting reading level from the end of the year reading level given the same measurement tool at the end as at the beginning of the school year. (STAR or RAPS) •Students making a one year growth or target or greater will receive a “1” and less than a one year growth will receive a “0”. •Class lists of targeted students will be given to Eddie Strohmeyer for compilation •The program goal is 70% of the students showing a one year growth. • <p>EAGLE,</p> <ul style="list-style-type: none"> •All students are involved in using Eagle this school year. •Teachers use Eagle to design skill lessons and tests for students to practice those skills. These tests will correlate with activities that students are currently working on in their classroom in ELA & math. Eagle sessions are set up during station time in classrooms and during whole group computer lab visits once a week. •Eagle is designed to not only help to improve state test results, it is also designed to improve instruction throughout the school year. •Students are progress monitored on Eagle by their ELA and math teachers reviewing the assessments taken by students and using those assessments to drive further lessons on Eagle and instruction in the classroom. •Evaluation of Eagle will be determined by pupil progression with a goal of 80% of the 		
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<p>students schoolwide having a “C” or better average by May 2017.</p> <p>Moby Max,</p> <ul style="list-style-type: none"> •Students are chosen for the program by their classroom teachers based on an intervention needed in math and/or ELA. •Students are progress monitored by the teacher for that particular subject using their starting GE and their ending GE as measures •Growth will be determined by subtracting the starting GE from the ending GE •Students making a one year growth or target or greater will receive a “1” and less than a one year growth will receive a “0”. •Class lists of targeted students will be given to Eddie Strohmeyer for compilation •The program goal is 70% of the students showing a one year growth. <p>Study Island,</p> <ul style="list-style-type: none"> •Students are chosen for the program by their classroom teachers based on an intervention needed in ELA by looking at their Readiness SLT •Students are progress monitored by the teacher for particular skills/lessons each week, determining if more intervention is needed for particular students or skills •Teachers progress monitor students by pulling up the Study Island progress reports •The overall evaluation of the program will be determined by comparing the Readiness SLT to the mastery SLT for these particular students. •Students meeting their learning target will be considered successful and given a “1”. Those not reaching their target will get a “0”. •A percentage of successful students will be determined for each tutoring program. •Programs will be considered successful if 80% 		
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<p>of the students meet their SLT.</p> <ul style="list-style-type: none"> •The completed spreadsheet is due to the administration as soon as final SLT data is collected. •All information will be kept on file, including a final report compiled by Edward Strohmeyer and Angela Johnson. <p>AR</p> <ul style="list-style-type: none"> •All ELA students are selected for AR •Students will be progressed monitored by their ELA teacher throughout the year, but specifically during each quarter as students work towards their goal. At the end of each quarter, teachers will view students' progress towards goals. •Classroom teachers will print the reading report from the program showing BOY and EOY GE STAR test results. •Expected growth for a student is 1.0 years. •If the student makes the expected growth, they will score a 1, if not they score a zero. •At the bottom of each page, the number of points will entered as well as the total number of students. •This data will be complied on a spreadsheet. The success rate for the program is calculated by totaling the number of points scored and dividing it by the number of students in the program. <p>A success rate of 80% is set for this program</p>		
<p><u>Professional Development</u></p> <p>Professional Development will focus on assessment in the areas of ELA & Math. Data will be collected in the beginning, middle, and end of the year, looking at readiness assessments, mid-assessment, and end of the year assessments for students. A % proficient will be determined for each class in math and ELA, comparing to % proficient on the readiness assessment that students</p>		

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<p>took in September. Edward Strohmeyer and Rhonda Meyers will collect the data at the end of the school year (May) as part of reviewing teacher SLT data.</p> <p>Professional development topics throughout the year are based on test data (LEAP & readiness) and district requirements.</p> <p>-Agendas, notes from meetings, sign in sheets along with exit tickets</p> <ul style="list-style-type: none"> •The professional development program will be evaluated using SLT data. •All teachers participating in the PD program will be required to keep a spreadsheet with each student listed comparing student beginning or MOY benchmark testing with EOY benchmark testing. • Students meeting their learning target will be considered successful and given a “1”. Those not reaching their target will get a “0”. •A percentage of successful students will be determined for each teacher. •These spreadsheets will be submitted to the AP who will enter the % success for each teacher on her spreadsheet. Teachers with a 70% success rate will be given a “1” and others will receive a “0”. •85% of the teachers are expected to meet the target set for evaluating the PD program. •The administration will write the final evaluation paragraph for the PD program. 		
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<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>FACULTY</u>?</p> <p>All assessment documentation will be kept in a folder in our Title I box.</p> <p>A compiled report of all findings will also be on file to be shared with all stakeholders by administration. Faculty and staff will get a copy of this report and an oral interpretation will be given to them by administration on one of the first in-service days in August, presented by Administration.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>PARENTS/FAMILIES</u>?</p> <ul style="list-style-type: none"> •Parents will be informed of evaluation results during the first Title I Family night of the year. After watching the Title I DVD, The principal will explain the Title I program to the parents and during the explanation, will review the findings for each program from the evaluation. If the program is successful, parent will be told that the program will continue as designed. If there were problems found through the evaluation, changes will be brought to the parents;’ attention. •Each year, our Title I Program will be shared with parents/families and guardians by administration at our initial Open House. Information regarding our Title I plan will be updated on our school website by our webmaster, which can be accessed at http://abitaspringsmiddle.stpsb.org/. There will be a feedback button where parents/families can leave questions, comments and concerns that we will use in planning and preparation of our budget and SIP Plan. 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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DISTRICT ASSURANCES

- I certify that this school improvement plan was designed to improve student achievement with input from all stakeholders.

- I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment, which should include the following data analysis information:
 - Data Triangulation
 - Data Comprehensive Needs Assessment Summary Report
 - Goals and measurable objectives
 - Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Professional development components aligned with assessed needs
 - Plans for transitioning preschool children to local elementary school programs
 - Family and community engagement activities aligned with assessed needs
 - Evaluation strategies that include methods to measure progress of implementation
 - Coordination of fiscal resources and analysis of school budget
 - An action plan with timelines and specific activities for implementing the above criteria

- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Superintendent's Signature

Date

Principal's Signature

Date

Chairperson, School Improvement Team

Date

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