

**2018-2019
SCHOOL IMPROVEMENT PLAN**

Abita Springs Middle



St. Tammany Parish Public Schools

1. COMPREHENSIVE NEEDS ASSESSMENT

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

6/10/2019

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- *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.*

| STRENGTHS | WEAKNESSES |
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| Our Student Growth to Mastery Index of 86.8 in 2018 on LEAP 2025 is higher than our Assessment Index of 72.3. | Although our Assessment Index increased from 71.2 in 2017 to 72.3 in 2018, the growth was only 1.1 points and still lower than our 2016 Index of 76.8 on LEAP 2025. |
| From 2017 to 2018, the Assessment Index for 6th grade has increased in ELA from 74.6 to 83.4, points and in Math from 71.7 to 74.5 points, and in Social Studies from 49.2 to 67.8 points on LEAP 2025. | From 2017 to 2018, the Assessment Index for 4th grade has decreased in ELA from 83.3 to 77 points, and in Math from 77.4 to 70.5 points. The Assessment Index has also decreased in 5th grade ELA from 81.7 points in 2017 to 79.4 points in 2018, and in Math from 74.9 points in 2017 to 71.7 points in 2018 on LEAP 2025. |
| In 2018, 6th grade had a substantially higher index score in ELA at 83.4 points and a subcategory of 65% proficient in Writing Performance, compared to 50% proficient in 5th, and 44% proficient in 4th grade. 6th grade is also substantially higher in the subcategory Knowledge and Use of Language Conventions at 68%, compared to 49% in 5th grade, and 44% in 4th grade. | From 2016 to 2018, 5th grade has had a 48 point Index in Social Studies, with 46% of students scoring Unsatisfactory or Approaching Basic in the subcategory of History on the LEAP 2025. |
| ELA is a potential strength in 5th and 6th grade with indexes of 79.4 for 5th grade and 83.4 for 6th grade on the 2018 LEAP 2025. We do not see a trend in any one particular subcategory as a strength across the board in all grade levels. | Social Studies is a potential weakness across all grade levels with index scores of 57.1 for 4th grade, 48.0 for 5th grade, and 67.8 for 6th grade. A potential subcategory of weakness is History in 4th and 5th grade with 47% of students having a weakness in 4th grade and 46% of students having a weakness in 5th grade on LEAP 2025. |
| For two consecutive years, the White subgroup has had the highest Subgroup Index for both ELA at 85.9 (2017) and 83.6 points (2018), and in Math at 80.2 (2017) and 78 points (2018) on LEAP 2025. | For three consecutive years, the Students with Disabilities subgroup has had the lowest Subgroup Index for both ELA (with scores ranging from 30.4 to 44.8 points), and in Math (with scores ranging from 24.6 to 31.3 points) on LEAP 2025. |
| 2017 to 2018 LEAP result comparisons showed that our Black subgroup has shown a decrease in achievement gap in both ELA (37.2 to 17.4) and Math (35.9 to 28.2). | From 2016 to 2018, our White subgroup has shown a steady decline in Math with index scores of 82.2 to 80.2 to 78 consecutively. From 2016 to 2018, our Hispanic subgroup has shown a decrease in ELA from 75.9 to 67.5 to 65.9 consecutively. From 2016 to 2018, our Homeless subgroup declined in Math from 60 to 50 to 37.9 on LEAP 2025. |

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| | <p>2017 to 2018 LEAP 2025 result comparisons showed that our Hispanic subgroup has shown an increase in achievement gap in Math from 9.1 to 15.4.</p> <p>2017 to 2018 LEAP 2025 result comparisons showed that our Homeless subgroup has shown an increase in achievement gap in ELA from 5.2 to 18.3 index points and Math from 30.2 to 40.1 index points.</p> |
| | <p>On LEAP 2025 Students with Disabilities from 2016 to 2018 in Math have scored the lowest compared to other subgroups: 2016- 24.6; 2017-31.3; 2018-30.2.</p> |
| <p>DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Category/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p> | |
| <p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> • <i>Must Include at Least 1 Subgroup Goal</i> | |
| <p>1. From spring 2018 to spring 2019, grades 4 and 5 will increase the Assessment Index in Math on LEAP 2025 by 10 index points. Fourth grade will go from 70.5 to 80.5, and fifth grade will increase from 71.7 to 81.7 index points.</p> | |
| <p>2. From spring 2018 to spring 2019, grades 4 and 5 will increase the Assessment Index in ELA on LEAP 2025 by 5 index points. Fourth grade will increase from 77 index points to 82 index point, and fifth grade will increase from 79.4 to 84.4 index points.</p> | |
| <p>3. From spring 2018 to spring 2019, Students with Disabilities subgroup will increase in math from 30.2 index points to 45.2 index points on the LEAP 2025.</p> | |
| <p>4. From spring 2018 to spring 2019, all grades will increase 10 points in Assessment Index in social studies on the LEAP 2025. Fourth grade will increase from 57.1 to 67.1 index points, fifth grade will increase from 48 to 58 index points, and sixth grade will increase from 67.8 to 77.8 index points.</p> | |
| <p>5. From spring 2018 to spring 2019, Students with Disabilities subgroup will increase in ELA from 44.8 to 54.8 index points on the LEAP 2025.</p> | |

2. PARENT AND FAMILY ENGAGEMENT

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

| PARENT/FAMILY ENGAGEMENT ACTIVITY | GOAL(S) ADDRESSED | BUDGET(S) USED TO SUPPORT ACTIVITY | ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY | EFFECTIVENESS |
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| <p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • Parental Involvement Committee to discuss goals of SIP and evaluation – August • PTA Board/Meetings – Principal sharing information about school-wide plan and getting feedback from exit tickets – throughout the school year • Website with SIP posted, including parental survey link in order to provide feedback – throughout the school year • Title I Spring parental survey to provide feedback – April/May • Parental activities where parents participate in academic-related activities as well as provide feedback using our exit tickets – throughout the school year <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Parents complete Title I Spring Parental Survey and results analyzed. • At Open House, Evaluation Results of SIP will be shared through broadcast school-wide to all parents. | <p>Goal(s): 1, 2, 3, 4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: Activity-specific materials</p> | <p>Effectiveness Measure: Title I parent survey</p> <hr/> <p>Effectiveness Results:</p> |

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| <p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • Parental Involvement Committee to discuss goals, plans, and implementation of programs related to goals. • PTA Board/Meetings – meeting with administration monthly • Parental Activities – parents participate in these activities as well as provide feedback using exit tickets and end of the year Title I Parent Survey • SAT meetings – parents meet with teachers and SAT committee with the goal to increase student performance • IEP meetings – parents meet with the IEP Team with the goal in mind to develop a plan to increase student performance • Parent/Teacher conferences as needed | <p>Goal(s): 1, 2, 3, 4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> | <p>Effectiveness Measure: Title 1 Parent Survey Exit Tickets</p> <hr/> <p>Effectiveness Results: Title I Parent Survey</p> |
| <p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Agendas purchased for home/school communication on a daily basis regarding curriculum, assessments, student progress • School Website contains links for teacher websites to provide open communication for classroom activities, Student Progress Center, SIP Plan, and parent survey • Teacher newsletters sent home weekly providing objectives for the week and upcoming events in class and school-wide • ROBO calls are made on an as needed basis for upcoming events • Parent/Teacher conferences on an as needed basis • Weekly JPAMS reports • Postcards sent home for upcoming events related to curriculum, student progress, etc. | <p>Goal(s): 1, 2, 3, 4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: -Student Agendas -Stamps</p> | <p>Effectiveness Measure: Title I Parent Survey</p> <hr/> <p>Effectiveness Results:</p> |

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| <p>Translation Services:</p> <ul style="list-style-type: none"> 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, to the extent practicable. <i>(Title VI of the Civil Rights Act of 1964)</i> 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. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. | <p>Goal(s): 1, 2, 3, 4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> | <p>Effectiveness Measure: Title 1 Parent Survey</p> <hr/> <p>Effectiveness Results:</p> |
| <p><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></p> <p><i>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.</i></p> | | | | |
| <p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Meet & Greet – August 2018 – visiting classrooms to meet teachers, as well as getting curriculum expectations and goals for the school year. Parents will also get information regarding Student Progress Center for reviewing grades online from home. | <p>Goal(s): 1, 2, 3, 4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 | <p>Items Needed: -postage to send home invitation during summer</p> | <p>Effectiveness Measure: Exit Tickets Title I Parent Survey</p> |

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| | | <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | | Effectiveness Results: |
| Parent Family Engagement Activity 2: <ul style="list-style-type: none"> Title I Math & Science Night- October 2018- Parents will learn strategies to enable them to help their children with success in math and science. Along with these strategies, parents will learn shifts in math and science standards. | Goal(s): 1, 3 | Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | Items Needed: -Stipends to pay teacher presenters (salary and benefits) -copies/flyers -STEM activity materials | Effectiveness Measure: Exit Tickets Title I Parent Survey <hr/> Effectiveness Results: |
| Parent Family Engagement Activity 3: <ul style="list-style-type: none"> Parent Coffee with Principal – January 2019- Review strategies in the SIP with parents, get feedback from parents, as well as answer questions about strategies discussed. | Goal(s): 1, 2, 3, 4 | Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | | Effectiveness Measure: Exit Tickets Title I Parent Survey <hr/> Effectiveness Results: |

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| <p>Parent Family Engagement Activity 4:</p> <ul style="list-style-type: none"> Literacy & Social Studies Night – February 2019-Parents will learn how to better connect with what their children are learning at school to real-life experiences at home. Parents will learn the importance of pulling evidence from text. (Text-based evidence.) Strategies such as RACES (Restate, Answer, Cite, Explain, and Summarize) and DBQs (Document-Based Questions) will be taught and modeled so that parents will be able to better help their children with the rigorous ELA and Social Studies standards. | <p>Goal(s): 2, 3, 4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> <ul style="list-style-type: none"> -Stipends to pay teacher presenters (salary and benefits) -copies/flyers -Literacy and Social Studies materials for activities | <p>Effectiveness Measure: Title I Parent survey Exit Tickets</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Parent Family Engagement Activity 5:</p> <ul style="list-style-type: none"> Wise Warrior Welcome –May 2019- 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. | <p>Goal(s): 1, 2, 3, 4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: School brochures -copies/flyers</p> | <p>Effectiveness Measure: Title I parent survey Exit Tickets</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Parent Family Engagement Activity 6:</p> <ul style="list-style-type: none"> Title I – Living Timeline Night – May 2019- Parents will learn the benefits of researching skills using informational resources and oral presentations to enhance reading and language skills. Another focus for parents will be the teaching of primary and secondary sources and the benefit | <p>Goal(s): 3, 4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 | <p>Items Needed: Copies/flyers</p> | <p>Effectiveness Measure: Title I Parent survey Exit Tickets</p> |

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| of these as they pertain to providing evidence from texts and the role that they play in the research process. | | <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | | Effectiveness Results: |
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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>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • 1 full-time paraprofessional to support core instruction in the classroom during ELA and Math for 4th and 5th grade students. • 1 full-time Title I paraprofessional based in the computer lab to support classroom teacher during computer lab instruction of math and ELA standards. • Achieve 3000 – Teachers will use Achieve 3000 – three days a week on computers to support ELA and Social Studies core instruction. • Moby Max – Teachers will use Moby Max during stations twice a week for ELA and Math to support core instruction. • Center-based Activities/Manipulatives for Math and ELA core instruction. Expectation will be for center learning a minimum of twice a week. • 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. • Guidebooks 2.0 – Grades 4-6 are each doing two units | <p>Goal(s): 1,2,3,4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> <ul style="list-style-type: none"> -Achieve 3000 -Moby Max -BrainPop -Laptops/Computers -Printers -Toner -Center-based materials & manipulatives -Document Cameras | <p>Effectiveness Measure:</p> <ul style="list-style-type: none"> -LEAP Scores (Guidebooks, Brain Pop, Achieve 3000, center-based activities) -LEAP Scaled Score Chart (Title I Paraprofessionals) -Moby Max (GE Pre & Post) <hr/> <p>Effectiveness Results:</p> |

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| <p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Student Learning Targets • LEAP 360 – Diagnostic Assessments at the beginning, middle, and the end of the year • Achieve3000 Assessments • Moby Max – Diagnostic assessments, pre and post • Guidebook Assessments (performance tasks) • Weekly Assessments in each subject area • LEAP 2025 | <p>Goal(s): 1,2,3,4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> <p>Guidebook materials Weekly tests Moby Max Achieve 3000 LEAP 360 LEAP 2025 Document Cameras</p> | <p>Effectiveness Measure:</p> <p>LEAP 2025 Scores LEAP 360 Data</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <p>-Classes: Inclusion, Resource, MAE Classes</p> <p>-Paraprofessionals provide support to students with disabilities within the regular classroom</p> <p>-Programs: Achieve 3000, Reflex Math, Fast ForWord, 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.</p> <p>-Adapted Novels used to build comprehension skills and confidence for lower level readers.</p> <p>-Quarterly progress reports sent home</p> | <p>Goal(s): 1,2,3,4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> <p>Achieve 3000 Reflex Math Fast ForWord Read, Write, Gold Document Cameras</p> | <p>Effectiveness Measure:</p> <p>LEAP 360 LEAP 2025</p> <hr/> <p>Effectiveness Results:</p> |

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| -LEAP 360, LEAP 2025, LEAP Connect, LAA1 (Science) | | | | |
| <p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> 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. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> 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. <p>ELPT Assessment: 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.</p> | <p>Goal(s): 1,2,4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: LEP Paraprofessional</p> | <p>Effectiveness Measure: ELPT</p> <hr/> <p>Effectiveness Results:</p> |
| <i>Interventions for At-Risk Students</i> | | | | |
| <p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> 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 | <p>Goal(s): 1,2,3,4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 | <p>Items Needed:</p> | <p>Effectiveness Measure: LEAP 2025 LEAP 360</p> |

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| <p>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.</p> <ul style="list-style-type: none"> • Parent/Teacher conferences | | <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | | <p>Effectiveness Results:</p> |
| <p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Certified ROUF Tutor – Students are pulled out during non-core 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. • 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. • Achieve 3000- targeting comprehension and writing skills, 2-3 times a week, 45 minutes each time. | <p>Goal(s): 1,2,3,4</p> | <p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: ROUF Tutor -salary</p> | <p>Effectiveness Measure: LEAP 2025 LEAP 360</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • 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 | <p>Goal(s): 1,2,3,4</p> | <p>Budgets 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>Items Needed:</p> | <p>Effectiveness Measure: LEAP 2025 LEAP 360</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"/> Other | | <p>Effectiveness Results:</p> |
| <p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> 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. Resource teachers will monitor programs by evaluating weekly progress reports provided by the individual programs. | <p>Goal(s): 1,2,3</p> | <p>Budgets 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"/> Other | <p>Items Needed:</p> | <p>Effectiveness Measure: LEAP 2025 LEAP 360</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> Part-time paraprofessional provides support to English Learners by either pushing in to the regular class. Collaboration between the paraprofessional and the regular classroom teacher determines what specific needs are addressed for each English Learner. | <p>Goal(s): 1,2,4</p> | <p>Budgets 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"/> Other | <p>Items Needed:</p> | <p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p> |

Support and Extended Learning

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| <p>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):</p> <ul style="list-style-type: none"> • Two full-time teachers for academic gifted classes (ELA and math) • Students participate in PE, music and library classes • Speech services are provided by licensed speech therapist • Students who are identified as Talented Art or Talented Drama receive transportation to nearest school that provides these services | <p>Goal(s):</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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"/> Other | <p>Items Needed:</p> | <p>Effectiveness Measure: Reflections</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • Infinity Science Center (Pearlington, MS) for 4th graders. Students will experience hands-on science activities as 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.) • 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.) • KIT tutoring – providing academic support for those identifying KIT students struggling academically | <p>Goal(s):</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> | <p>Effectiveness Measure: LEAP 2025 Reflections</p> <hr/> <p>Effectiveness Results:</p> |

Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

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| <p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) 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. 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>Goal(s):</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> | <p>Effectiveness Measure: Outcome Measures for MHP Chart Reflections</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Counseling Services:</p> <ul style="list-style-type: none"> Full-time school counselor provides one-on-one counseling services as needed based on requests of students, teachers, parents, and administration. Counseling will increase academic achievement by helping students develop coping strategies to handle life stress. Counselor provides lessons to students on substance and sexual abuse, technology safety, and career readiness. Counselor promotes awareness of Drug and Alcohol abuse by organizing Red Ribbon Week activities. | <p>Goal(s):</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> | <p>Effectiveness Measure: Reflections</p> <hr/> <p>Effectiveness Results:</p> |

Implementation of a schoolwide tiered model to prevent and address problem behavior:

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| <p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • 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 (Check in/Check out with mentor) • PBIS quarterly incentive/party • Individual class incentives • Refreshers for student expectations • Character Instruction Lessons and Character Awards • Ticket Pulls for Character Traits - ongoing • By-Stander Revolution Program – ongoing • 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>Goal(s):</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> | <p>Effectiveness Measure: JPAMS report Reflections</p> <hr/> <p>Effectiveness Results:</p> |
| <p><i>Strategies for Assisting Students in the Transition from One School to the Next:</i></p> | | | | |
| <p>Transition Activities for Incoming and Outgoing Students:</p> <p>Incoming Students</p> <ul style="list-style-type: none"> • Principal will visit Abita Springs Elementary (ASES) 3rd grade parents in May to introduce himself, talk about our Middle School, and answer any questions they may have. • 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 • 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. • ASMS SPED teachers meet with ASES SPED teachers to discuss incoming fourth graders. | <p>Goal(s):</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> | <p>Effectiveness Measure: Title 1 parent survey</p> <hr/> <p>Effectiveness Results:</p> |

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| <ul style="list-style-type: none">• ASMS administrators and ASES administrators collaborate regularly to discuss incoming students and concerns.• Students who are new to our area will meet with the school counselor to help acclimate them to the new school setting. <p>Outgoing Students</p> <ul style="list-style-type: none">- 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. | | | | |
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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:

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| <p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> PLC meetings are planned for twice a month during school hours where substitutes are required 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 where substitutes are provided will last a minimum of 1 ½ hours each month. Each PLC during planning times each month will last 45 minutes. | <p>Goal(s): 1,2,3,4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: Substitutes</p> | <p>Effectiveness Measure: Unit Assessments LEAP 360 LEAP 2025 Reflections</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Other Professional Development:</p> <ul style="list-style-type: none"> Achieve3000 Training addressing ELA and Social Studies Guidebook PD – Teacher Leaders redeliver guidebook training that they received at the district level Social Studies PD – Teacher Leaders redeliver professional development received at the district level related to the social studies standards and how to best address these in the classroom PD during faculty meetings including – PBIS, Safety, Standards review PD related to meeting needs of students with disabilities (accommodations including Read, Write, Gold Training) Summer Institute offered at district level STPSB Curriculum Specialists 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 | <p>Goal(s): 1,2,3,4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> | <p>Effectiveness Measure: LEAP 360 LEAP 2025 Reflections Exit Tickets</p> <hr/> <p>Effectiveness Results:</p> |

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Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

- All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.
- Teacher openings are advertised through the district website.
- District leaders attend local college and university teacher recruitment fairs in the fall and spring.
- 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.
- Placement of Student Teachers from local universities

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

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| <p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • 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. | <p>Goal(s): 1,2,3,4</p> | <p>Budgets 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"/> Other | <p>Items Needed:</p> | <p>Effectiveness Measure: Reflections</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Coursework to Earn Post-Secondary Credit:</p> <p>N/A</p> | <p>Goal(s):</p> | <p>Budgets 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"/> Other | <p>Items Needed:</p> | <p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p> |

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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds, including tutoring, uniforms, school supplies, meals, and field trips.

Food Services:

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

Special Education:

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

English as a Second Language (ESL):

- Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

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:

- SIP is created in the Fall using data collected from LEAP 2025 the previous school year. Throughout the school year, using PLC as well as PD days, assessments are examined, with strategies and interventions discussed to meet areas of need or concern determined through the examinations of assessment data. Individual students are targeted for ROUF tutoring, support through our Title I paraprofessionals, as well as specific individual interventions in the classroom through center-based activities, Moby Max, etc. This monitoring of student achievement will be done at PLC meetings throughout the school year with adjustments made by the classroom teacher. The goals of the SIP will be considered as well, targeting those areas of concern when choosing interventions, activities to support students and increase success for all students.

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:

- The SIP Committee will meet in the Fall to look at the data analysis and develop the goals. The SIP Committee will also meet in January as well as in the Spring to monitor what we have in place, relative to effectiveness as the activities/interventions/programs relate to the goals of the SIP. Revisions will be made if needed in January and in the Spring. Programs will be evaluated for effectiveness.

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

- The evaluation of the SIP will be presented to all faculty and staff at the end of the school year (May), before the close of the school year. At Open House the next school year, (September), parents and community members will be given results of the SIP evaluation through a PowerPoint presentation.

2018-2019 Committee Members

School Improvement Planning Committee

Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP

Members Include:

- Principal: Edward Strohmeyer
- TRT: Melanie Adcox
- Student: Steven Johnson
- Teacher: Angela Johnson
- Teacher: Kim Flocke
- Parent/Family: Kim Billiot
- Parent/Family: Tori Scandurro
- Community Member: Warren Artigue

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- Principal: Edward Strohmeyer
- Student: Steven Johnson
- Teacher: Angela Johnson
- Teacher: Kim Flocke
- Parent/Family: Kim Billiot
- Parent/Family: Tori Scandurro
- Parent/Family: Jason Johnson

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
 - An 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