

Abita Springs Elementary
Pre-K -3rd Grades
Ms. Rebecca Stogner
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
School wide (grade 3) students show greatest strength in Math. 90.7% Proficient	1	iLEAP, 2016
White subgroup shows largest % of Proficient in ELA (90%) and Math (93.8%).	2	iLEAP, 2016
Achievement gap for students with disabilities subgroups decreased in Math by 5.1%, from 38.9% to 33.8% and ELA by 23.4%, from 63.4% to 40%.	3	iLEAP, 2015, 2016
Proficiency of students with disabilities subgroup increased in ELA by 26.5% from 23.5% to 50% and Math by 7.1%., from 52.9% to 60%.	4	iLEAP, 2015, 2016
Kindergarten decreased the number of “At Risk” students by 13%, from 20% to 7% from fall to spring and also increased the number of students who were “Benchmark” by 22%, from 67% to 84%.	5	DIBELS 2015-2016

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
1 st grade continues to have the highest percentage of “At Risk” students on the spring DIBELS benchmark assessment over the last 3 years. 2014-20%, 2015-19%, 2016-19%	1	DIBELS, 2014,2015, 2016
ELA Achievement gap showed an increase from 2015-2016. 13.6%, from 18.5% to 32.1% for black students and 9.4%, from 6.9% to 9.4% for economically disadvantaged students.	2	iLEAP 2015-2016
Math Achievement gap showed an increase from 2015-2016. 12.5% , from 7.6% to 20.1% for black students and 3.8%, from 4% to 7.8% for economically disadvantaged students.	3	iLEAP 2015-2016
CRT index for Science shows a decline from 2014-2015 to 2015-2016 from 106.7 to 96.9 (9.8 difference)	4	CRT Data 2014, 2015, 2016
37.1% of parents/families do not attend Parent/Family Engagement activities due to	5	Parent/Family Survey Spring 2016

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conflicting work schedules		
3 rd grade suspension rate increased by 6.4%, from 0% to 6.4% for third grade students.	6	JPAMS Discipline Data 2016

GOALS

<i>1c. Goals based upon Challenges and/or Maintaining Strengths</i>
GOALS
1 By May 2017, 87% of students will score proficient on the state test in ELA as evidenced by LEAP 2025 from the 2017 testing year. This is an increase of 1.3% over 2016 Spring testing data.(writing/reading/fluency/reading and responding/etc.)
2 By May 2017, 92% of students will score proficient on the state test in Math as evidenced by LEAP 2025 from the 2017 testing year. This is an increase of 1.3% over 2016 Spring testing data (problem solving/computation/fluency/written response/etc.)
3 By May 2017, the CRT Index Score for Science will increase to 98.2 from 96.9 on the state standardized test as evidenced by iLEAP 2017
4 By May 2017, the number of parents/families who can't attend school activities due to work will decrease from 37.1% to 30% as evidenced by responses on the Spring Title I Parent/Family Survey.
5 By May 2017, 90% of students currently working with an MHP will reduce behavior referrals as evidenced by data from MHP data log. Last year it was 86.84%.
6. By May 2017, 1 st grade number of students who score "At Risk" on DIBELS will decrease from 19% to 15% as evidenced by DIBELS EOY Benchmark testing.

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.		
PLC -(be sure to mention personnel involved in this activity, i.e. Instructional Coach, substitutes, presenters, schedules etc.)- <ul style="list-style-type: none"> • Grade Chairperson meetings- Every month 	10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL	Item(s) to be purchased to support this activity: Handouts

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<p>grade level chairpersons meet with the principal, assistant principal, and TRT to discuss school wide topics. After school stipends paid through Title 1 funds.</p> <ul style="list-style-type: none"> • PLC (Grade Level) meetings- The main focus for our PD for the year is on ELA, Math, and Science curriculum. All after school stipends for the teachers will be paid through Title 1 funds. These workshops may be led by instructional coaches, TRT, grade chair teachers, and outside presenters. Teachers will meet for 2 hours each month to discuss ways to improve constructed response items on standardized testing, raising the number of students who score on or above level on the DIBELS test, and discuss interventions and accommodations to help our students with disabilities on standardized testing. The focus of our PLC this year will be on but not limited to.... <ul style="list-style-type: none"> • FCRR interventions and strategies for our low performing students • Math, Science, and ELA strategies for helping students with constructed responses • different ways to teach students how to find text- based evidence • Analyze data • reading and responding strategies • design curriculum based field trips • curriculum planning • Project Read trainings • Math Problem Solving using tape diagrams • EAGLE training • Technology integration 	<p> <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>	<ul style="list-style-type: none"> •Refreshments •Poster Paper •Poster Printer Ink •Stipends and benefits for teachers, TRT, presenters, substitutes) •Printer ink •Paper •Cardstock •Post its •Pens
<p>Professional Development Outside of PLC</p> <ul style="list-style-type: none"> •Faculty meetings for parish and state mandated trainings ◦Faculty Meetings- August 4th-5th, September 12th, February 13th, April 10th, •Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED 	<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 </p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> • Paper • Ink/toner • Core Curriculum supplies •Registration for various

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<p>o <u>District Mandated Professional Development Days</u>- August 3rd-5th, October 14th, March 17th, May 24th</p> <ul style="list-style-type: none"> • After-school, before school, and district sponsored professional development Curriculum Meetings <ul style="list-style-type: none"> -New Teacher Training- BOOST workshops monthly -Social Studies curriculum training 3rd grade -Data analysis & Eagle- November 14, 2016 • Conferences <ul style="list-style-type: none"> - LACUE December 7-9 2016 - 	<p>___ Title III ___ Bond Money ___ Other</p>	<p>conferences</p> <ul style="list-style-type: none"> • Travel and hotel stay • Substitutes and benefits • Stipends and benefits • Curriculum specialist
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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 are involved in the design of the Title I Program by serving on the Title I SIP Committee. They attend the meetings where the SIP is developed/revised. .Parents/families will be involved in the design of the parent portion of the plan through being a member of the Title 1 PARENT/FAMILY ENGAGEMENT committee and or PTA board meeting with principal, assistant principal, TRT, and grade level chairs to discuss what school wide parental activities will take place throughout the year. Parents/families will also be at a meeting in the spring where we review the entire Title 1 program to see what changes need to be made to keep our Title 1 program successful. • Parents/families assist in the implementation of the plan through attendance at family event planning meetings and working at the events. Sign-in sheets and minutes of meetings serve 	<p>10. BUDGETS used to support this activity:</p> <p><u> X </u> Title I <u> X </u> GFF ___ SRCL ___ Title II <u> X </u> LA4 ___ IDEA ___ Title III ___ Bond Money <u> X </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Snacks Cardstock Ink Printer Paper Pamphlets Name tags Envelopes</p>

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<p>as documentation. Parents/families and teachers oversee the parental activities when they take place. Parents/families also volunteer at the school to assist in all aspects of the program.</p> <ul style="list-style-type: none"> • Parents/families will participate in the evaluation of the entire Title I school wide program through participation in a school wide survey based on all school and parental activities at the end of the year. Parents/families may also send comments to ASE school webmaster as well as email the PTA board members or Principal with comments about all activities and meetings. At each event parents/families are given a ticket out the door to comment on the event. • Parents/families will be invited to the meeting where the draft of the Title I Program evaluation is reviewed/revised prior to distribution to stakeholders. 		
<p>◆ <i>Include meeting dates for the: planning, implementation, and evaluation of the:</i></p> <ul style="list-style-type: none"> • Parent/Family Engagement Policy/compact Spring 2017-Policy/Compact is reviewed revised prior to submission of the Title I Application • Parent/Family Engagement Plan Spring 2017-PARENT/FAMILY ENGAGEMENT Plan reviewed/revised prior to submission of the Title I application Planning Dates- March 23, 2016 Implementation Dates- 8/8/16-5/23/17 Evaluation Dates- May 2017 • School Improvement Plan. Planning Dates- 10/13/16, 10/14/16 Implementation Dates- 8/8/16-5/23/17 April 2017 – parents/families will be invited to attend the meeting where the draft of the final program evaluation is reviewed revised prior to dissemination to stakeholders Evaluation Dates- October 2017-Spring test data 	<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 checked="" 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>

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<p>◆ <i>Describe how parents/families will receive timely information about the Title I program;</i></p> <p>• the Title I program; - Title 1 compact and Parent Right to Know packets, School Handbook with Title 1 PARENT/FAMILY ENGAGEMENT Policy and compact, Title 1 information meeting, Title 1 video on ASE website, Title 1 page on school website; school newsletter,</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 checked="" 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: TeacherWeb Graphic Arts Printing</p>
<p>◆ <i>Describe how parents/families will be informed of the curriculum, assessments and proficiency levels students are expected to meet.</i></p> <p>• iLeap compacts, Student Agendas, classroom weekly newsletters about curriculum, interims, report cards, teacher websites, conferences, PTA bi-monthly newsletters, parents can access student grades on JPAMS, SAT, IEP Meetings</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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Card Stock Student Agendas Ink/toner Copy Paper Postage Envelopes</p>
<p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p> <p>Parents/families in need of translation services contact the school and a conference is set-up to discuss results.</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: Printing supplies-GFF Postage-</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: Membership in NNPS</p>
<p>◆ To be in compliance with Act 436, at least three meetings will be held during the school year to</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>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><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>Paper Ink/toner</p>
<p>◆ <i>Describe</i> how parents/families will be encouraged to participate in decision making opportunities about their child's education. Written notification for SAT meeting, IEP Meetings, parent conferences Automated call system School and Class newsletters School announcement board on sign School Website</p> <p>◆ <i>List</i> specific decision-making opportunities for parents/families.</p> <p>◆ SAT meetings</p> <ul style="list-style-type: none"> ◆ IEP meetings ◆ Parent Conferences ◆ Parent Committee Work ◆ Comments about plans posted on school website ◆ Sexual Abuse Prevention Video ◆ Technology use forms ◆ Public Communication Release form. 	<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>Snacks Cardstock Ink Printer Paper Pamphlets Envelopes Copy Paper</p>
<p>◆ <i>Describe</i> specific training activities (<u>at least all 6 from Title I Application PARENT/FAMILY ENGAGEMENT Plan</u>)</p> <p><u>Title: Abita at Work! Learning About our School!</u> August 4, 2016 Parents and students will join the faculty and staff before school starts to learn about</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</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Stipends and benefits to teachers to attend events. Snacks card stock ink/toner drinks</p>

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<p>our school policies, procedures, teacher expectations, parental involvement activities, Title 1 plan, Title 1 compacts, and curriculum.</p> <p><u>Title: Homework, Homework, Give Me a Break!</u> September 2016 Parents will be taught ways they can help their child develop strong study skills and homework habits at home. Parents will walk away with a better knowledge of how to successfully implement positive homework strategies which will help reduce the amount of stress that is involved with homework.</p> <p><u>Title: Pre-K Math Parent Meeting</u> October 2016 Parents will attend a meeting about how to teach math every day to your preschooler. Pre-K teachers will teach parents different methods for teaching basic math skills while keeping it fun. Parents will then go to the classrooms and create a “Make and Take” for the parents to take and use.</p> <p><u>Title: Accelerated Reading</u> November 2016 Parents will be taught how to access the Accelerated Reading program from home to help their child develop good reading skills. Parents will be shown how to access the Accelerated Reading website to find books on their child’s reading level.</p> <p><u>Title: Reading and Red Beans with Juan Kincaid</u> January 2017 Parents will be taught the importance of reading at home and how to get their child motivated about reading. Teachers will model a reading walk through a book to teach parents the importance of questioning their</p>	<p>_____Other</p>	<p>Ziploc bags lamination Math materials ELA materials pamphlets Renaissance Home Connect Flyers Silhouette Machines & supplies Colored Paper Envelopes Name tag badges Books Board Games</p>
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<p>child about story elements.</p> <p><u>Title: Pre-K Early Literacy Parent Meeting</u> February 2017 Parents will meet with Mrs. Holliday (TRT) and Pre-K teachers to discuss ways to help their child practice early literacy skills at home and in everyday life. Teachers then invite parents to their classrooms to create a “Make and Take” literacy activity for the children to do at home.</p> <p><u>Title: Problem Solving Math Game Night</u> March 2017 Parents will learn how to teach their children math problem solving strategies in a fun way. Teachers will model these strategies by using games that children play every day. Parents will be provided a hand-out with a list of games that can be used and what strategies correlate easily with those games.</p> <p><u>Title: Parenting Does Not Come with Instructions</u> April 2017 Ms. Stogner will speak with parents about the following topics: creating memories with your child, disciplining your child, being grateful for the small things, treasuring the positive moments, learning, and role models.</p> <p><u>Title: Kindergarten Connect</u> May 2017 Pre-K parents will be invited to learn more about Kindergarten. Students and parents will meet the Kindergarten teachers. Parents will be given hand-outs with what children should be able to do by the time they enter Kindergarten. Teachers will give parents different ideas on ways to make learning fun over the summer time.</p>		
<u>Home-School Communication Strategies...</u>	10. BUDGETS used to	Item(s) to be purchased

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<p>Teacherweb- websites for teachers to keep parents/families informed of what is going on in the classroom.</p> <p>PTA website- PTA has its own website to inform parents/families about school events.</p> <p>School Newsletter- PTA along with administration sends out a monthly newsletter for parents/families regarding school events, parenting tips, PTA events, etc.</p> <p>Weekly Newsletters- teachers will send home weekly newsletters to parents/families about events taking place at school.</p> <p>Call out system- all school events or notifications will be sent out to parents/families on our phone call out system.</p> <p>School Website- all school wide events and information is available for parents/families to access on the ASE school website. On the parent page of the Abita Springs Elementary school website, there is a Title 1 link for parents/families to click on that gives them information about our Title 1 program. Parents/families can also contact the webmaster with any concerns or questions.</p> <p>Written Notices- Flyers for events, individual parent notification of SAT and IEP meetings</p>	<p>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 checked="" 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 checked="" type="checkbox"/> Other</p>	<p>to support this strategy/activity:</p> <p>Teacher Web</p> <p>Copy Paper – white and colored</p> <p>Ink/toner</p> <p>Printers</p> <p>Graphic Arts purchases</p> <p>Envelopes</p> <p>Postage</p>
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<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> <ul style="list-style-type: none"> •Early Childhood learning centers brings children who will be attending ASE to visit Pre-K and Kindergarten classrooms during the month of May. •KinderConnect- Pre-K parent meeting at the end of the year for students going into Kindergarten. •Back to School night in early August for parents/families to meet their child’s teacher and to get acquainted with expectations and changes for the upcoming school year. •New parents/families are welcomed to come and get a guided tour of the school. 	<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 checked="" 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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>-Printed informational brochures for parents/families</p> <p>-Snacks</p> <p>-Beverages</p>

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When new parents/families and children register throughout the year, they are given personal tours of the school and classrooms by the TRT.		
<p>Outgoing students</p> <ul style="list-style-type: none"> •Third grade students visit Abita Springs Middle School to get acquainted with middle school during the month of May. <p>Third grade passing ceremony</p>	<p>10. BUDGETS used to support this activity:</p> <p><input 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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Bus Drivers- salary, benefit, and operational costs for buses</p> <p>Cupcakes</p> <p>Snacks</p> <p>Beverages</p>

6. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?		
<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 and faculty meetings where data is 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 to develop lessons and interventions for at-risk students •Teachers are to PM these students to ensure interventions/lessons are addressing student needs •Teachers will enter students DIBELS data into Earobics to guide instruction and interventions. 	<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>Add additional assessment activities as needed.</i></p> <p>Eagle – Computer based assessment for ELA, Math, Science, Social Studies standardized test practice data used to guide instruction</p> <p>DIBELS – data used to design interventions and determine student levels for 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>Item(s) to be purchased to support this activity:</p> <p>STAR Reading</p> <p>STAR Math</p> <p>Moby Max</p> <p>Graphic Arts</p>

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<p>iLEAP – data used to identify strengths and weakness in Science and Social Studies to guide instruction</p> <p>STAR Reading – Computer based assessment to gather data used to identify Reading instructional levels and develop interventions</p> <p>STAR Math – Computer based assessment to gather data used to identify Math instructional levels and develop interventions</p> <p>Moby Max – Computer based assessment to gather data used to identify instructional levels in Math, ELA, Science, and Social Studies and plan instruction</p> <p>District Created Readiness, Mid-Year, and End of Year Assessment for ELA- data used to identify individual student levels, set individual learning goals, and plan instruction</p> <p>District Created Readiness, Mid-Year, and End of Year Assessment for Math - data used to identify individual student levels, set individual learning goals, and plan instruction</p> <p>Teacher Created Assessments - data used to identify individual student levels, set individual learning goals, and plan instruction</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 checked="" type="checkbox"/> Other</p>	<p>Substitutes for DIBELS testing- salary and benefits</p> <p>Paper</p> <p>Ink/toner</p> <p>Copy machines</p> <p>Computers</p> <p>Printers</p> <p>Headphones</p> <p>Mice (for computer) and mouse pads</p> <p>iLEAP Assessment</p> <p>Practice Books</p>
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<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>Mental Health Providers-(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 Elementary 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</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:</p> <p>MHP Salary and Benefits</p> <p>\$22,572</p>

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<p>and will work with the MHP for varying amounts of time depending on need. The administration (Rebecca Stogner) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Monika Carter 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 performance on classroom assessments, benchmark assessments and standardized tests such as LEAP and iLEAP will also occur.</p>		
<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u> Citizen of the Month- A student from each class is chosen by their peers for demonstrating good character.</p> <p>Fabulous Friday- Each Friday students are recognized for great behavior and superior classwork throughout the week.</p> <p>“Behavior Bash”- At the end of each nine weeks students who had no office referrals attend a reward celebration.</p> <p>Broadcast Giveaways- 5 students’ names are drawn each Friday to receive a book. These students could not have any behavioral referrals for the week.</p> <p>Student of the Week- Each week the teacher chooses a child who demonstrates the qualities of a star student.</p> <p>Compliment Parties- Each classroom has set goals for compliments and are assigned so many points for each goal. Whole classes are rewarded for compliments when goals are met.</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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Certificates Small novel prizes Snacks Beverages Posters Ink/Toner Printers Books Broadcast system/camera</p>
<p><u>Instructional Program Enhancements</u> <i>Where applicable discuss how your salaried Title I Teachers and Paraprofessionals(Include names)</i></p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p><i>are used to improve the academic performance of lower achieving students (do not include tech paras, CSR teacher or timesheet personnel)</i></p>	<p>___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	
<p><u>Tutoring/Helping Hands-Push-in- Include names of timesheet personnel hired to do this program.</u></p> <p><i>1-How students are identified</i> <i>2-How students are progress monitored</i> <i>3-How is the tutoring program evaluated</i> <i>4- Personnel involved</i></p> <p><u>Eaerobics-</u></p> <ol style="list-style-type: none"> 1.Students are identified intensive or strategic from the DIBELS test. Students use the Eaerobics program as an intervention. 2.Teachers use DIBELS Progress Monitoring to track student progress. 3.The program is evaluated by monitoring the amount of students who showed improvement on DIBELS testing. DIBELS reports are printed throughout the year. 4.This program is run by Cindy Rush and Amanda Vining. <p><u>FCRR-</u></p> <ol style="list-style-type: none"> 1. Students are identified intensive or strategic from the DIBELS test. Helping Hands will use these interventions to work with students. 2.Teachers use DIBELS Progress Monitoring to track student progress. 3.The program is evaluated by monitoring the amount of students who showed improvement on DIBELS testing. DIBELS reports are printed throughout the year. 4. This program is run by Cindy Rush and Amanda Vining. 	<p>10. BUDGETS used to support this activity:</p> <p><u> X </u> Title I <u> X </u> GFF ___ SRCL ___ Title II ___ LA4 <u> X </u> IDEA ___ Title III ___ Bond Money <u> X </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salary and Benefits Accelerated Math STAR Math Earobics materials FCRR intervention materials (card stock, ink/toner) small novel prizes</p> <p>Tutor salary & benefits (ROUF)</p> <p>Timesheet Tutors/Helping Hands salary and benefits for Lyndsey Newman, Monica McNeil, Amanda Vining, Cindy Rush, Kerri Frederick, Kristen Oyler</p>

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<p><u>Accelerated Math-</u></p> <ol style="list-style-type: none"> 1.Students are identified by the STAR math assessment. Students are given specific objectives to work on according to their weaknesses on the STAR assessment test. 2.The teacher uses the progress monitoring feature of the STAR assessment to track student progress. 3.The program is evaluated by monitoring the amount of students who showed improvement on the STAR assessment tests throughout the year. STAR reports are printed throughout the year. 4.Kerri Frederick and Kristen Oyler run this program. 		
<p><u>Technology Resources and Personnel (include names):</u> <u>General Technology</u> to increase engagement: Activboards, Votes, Expressions, ipods, computers, printers, laptops, Silhouettes</p> <p>All students in grades K and 1 participate in computer based learning programs for ELA and Math using Earobics and Moby Max. Progress is monitored by teachers using Earobics Reports and STAR Reading Reports and Moby Max reports. This program is run by Cindy Rush and Amanda Vining.</p> <p>All students in grades 2-3 participate in computer based learning programs for ELA, Math, Social Studies, and Science using Moby Max and Accelerated Math. Progress monitored by teachers using Moby Max Reports, STAR Reading and Math Reports, and Eagle Reports. This program is run by Kerri Frederick and Kristen Oyler.</p>	<p>10. 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"/> 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>Item(s) to be purchased to support this activity:</p> <p>Salary and benefits for Cindy Rush, Amanda Vining and Kerri Frederick</p> <p>Substitutes for technology setup HDTV Sticks Computers Monitors Activboards and installation Projectors document cameras ACTIVotes and Expressions Renaissance Responders iPods iPads toners printers replacement bulbs Silhouettes and supplies RAM for upgrades</p>

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		Promethean Pens
<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><u>Teacherweb</u>- websites for teachers to keep parents/families informed of what is going on in the classroom.</p> <p><u>BrainPop Jr.</u>- It allows all teachers on campus to have access to short, animated educational videos, quick assessments, lesson plan ideas, and games that enhance the curriculum.</p> <p><u>More Starfall</u>- Students in grade Pre-K through 1st grade uses this program. All students use this program to enhance the curriculum in all subject areas.</p> <p><u>Accelerated Reading</u>- Students in grades 1-3 use this program. This program is used to help students develop better reading skills and comprehension. It is individualized for each student and monitored by classroom teachers.</p> <p><u>Accelerated Math</u>- Students in grades 2 & 3 use this program. This program is used to individualize math instruction for each student. It remediates and accelerates students on an individual basis.</p> <p><u>STAR Reading Enterprise</u>- Students in grades 1-3 use this program. This program allows teachers to assess students, plan interventions based on assessment needs, and progress monitor student achievement.</p> <p><u>STAR Math Enterprise</u>- Students in grades 2-3 use this program. This program allows teachers to assess students, plan interventions based on assessment needs, and progress monitor student achievement.</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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>salary & benefits</p> <p>toner</p> <p>printers</p> <p>bulbs</p> <p>computers</p> <p>monitors</p> <p>laptops</p> <p>projectors</p> <p>Teacherweb</p> <p>BrainPop JR.</p> <p>Moby Max</p> <p>More Starfall</p> <p>Accelerated Math</p> <p>Accelerated Reading</p> <p>STAR Math Enterprise</p> <p>BURST</p> <p>STAR Reading</p> <p>Enterprise</p> <p>ACTIVboards</p> <p>ACTIVpens</p> <p>ipads</p> <p>document cameras</p> <p>digital cameras</p> <p>Silhouette Machines & supplies</p>

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<p><u>Moby Max</u> – All students grades K-3 are selected to use this program. This program allows students to receive individualized instruction in ELA, Math, Science, and Social Studies. Teachers use student reports to monitor student progress.</p>		
<p><u>Special Education Subgroup Data</u> On Spring 2016 iLEAP test, Special Education student data is as follows: ELA – 50.0% proficient Math – 60.0% proficient</p>	<p>10. BUDGETS used to support this activity: ___ 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> <i>Answers ranged from total Inclusion to total resource.</i> This past year our achievement gap decreased in both ELA and Math. ELA went from 63.4% to 40% and Math went from 38.9% to 33.8%. Our school continues to have high performing scores on standardized tests, therefore we will continue to have full inclusion for our special education students in grades Pre-K through 3rd.</p>	<p>10. BUDGETS used to support this activity: ___ 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>Curriculum Enhancements</u> <i>Field trips, instructional materials and supplies not mentioned previously in SIP</i> Novels and readers are used to enhance current curriculum to help differentiate learning, create small group instruction, and help remediate those who need. Rugs are instructional learning tools because they contain geographic features, colors, shapes, numbers, etc. Character videos are used to teach social skills to all students. Field trips enhance curriculum and extend student learning outside of the classroom.</p>	<p>10. BUDGETS used to support this activity: ___X___ Title I ___X___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___X___ Other</p>	<p>Item(s) to be purchased to support this activity: field trip fees for students bus driver salary & benefits Zoo Mobile Bug Mobile Novels Rugs Character videos Harvey Rabbit</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. •Headstart children graduate into the feeder schools in the district in which they live. Receiving schools provide transition activities and services for children and parents/families. 	<p>10. BUDGETS used to support this activity:</p> <p><u> X </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II <u> X </u> LA4 <u> X </u> IDEA <u> X </u> Title III <u> </u> Bond Money <u> X </u> 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: <u>For each section below , be sure to include:</u></p> <ul style="list-style-type: none"> ◆<i>what data will be collected,</i> ◆<i>who is responsible for collecting the data,</i> ◆<i>when will it be collected,</i> ◆<i>how will it be manipulated and</i> ◆<i>who will write the final report.</i> • 	<p>10. BUDGETS used to support this activity:</p> <p><u> </u> Title I <u> </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>Overall-The school's performance on standardized test scores/ DIBELS scores</p> <p>Mrs. Holliday, (TRT), will collect all DIBELS next data from testing sessions in August 2016, January 2017 and May 2017. Mrs. Holliday will input students' scores into the DIBELS data</p>		

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<p>spreadsheet provided by the district. She will then print reports for all teachers to analyze to see what students scored intensive or strategic. These students will then receive interventions from their classroom teacher or tutors. These interventions are tracked weekly and students are progress monitored every 2 weeks. Teachers turn in the progress monitoring scores to Mrs. Holliday and again these scores are inputted into the DIBELS management system. At the end of the 2017 school year Mrs. Holliday will print a report of the % of students who scored at risk, at some risk, or at benchmark. The Title 1 committee will review the total number of students who scored core at the end of the year. Our goal will be to increase the number of students who score Core on DIBELS by 15%.</p> <p>Third grade students will take the standardized test provided by the state. (iLEAP). The TRT, Mrs. Holliday, will receive the data in spreadsheets from the state. She will use the data to create charts for data analysis meetings with the 3rd grade teachers. They will use this data to find strengths and weaknesses. The district will also provide data from state testing. Our goal will be to increase each subject area of our CRT scores by 2 points.</p>		
<p><u>Tutoring programs-</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> ● <u>Monica McNeil</u> -Accelerated Math- from August to May to see if students are improving in Math. We use STAR Math to assess quarterly to see progress. ● The program mentioned above all calculates student growth automatically. ● All 2nd and 3rd grade students are assigned to the program. ● Students in the program will be 	<p>10. 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"/> 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>Item(s) to be purchased to support this activity:</p> <p>Benefits and salaries for Monica McNeil</p>

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<p>tracked by Grade Equivalent</p> <ul style="list-style-type: none"> •Starting GE will be subtracted from end GE in Math. •Looking for 1 year growth •Students making the targeted growth will score a “1” and other a “0” •Class lists will be given to the TRT for compilation •Program goal is for 70% of the students to be successful. <p>•<u>Kerri Frederick & Kristen Oyler</u> -Computer Lab 2nd & 3rd grades- from August to May to see if students are improving in Science, Social Studies, and basic computer skills.</p> <ul style="list-style-type: none"> •All 2nd and 3rd grade students are assigned to a Moby Max in the computer lab. •Students in the program will be tracked by Grade Equivalent •Starting GE will be subtracted from end GE in Science and Social Studies. •Looking for 1 year growth •Students making the targeted growth will score a “1” and other a “0” •Class lists will be given to the TRT for compilation •Program goal is for 70% of the students to be successful. <p><u>Cynthia Rush and Amanda Vining- Computer Lab k and 1</u> will use the EAROBICS programs to help students with ELA. They will collect data from DIBELS benchmark assessments from August to May to see if students are improving in ELA.</p> <ul style="list-style-type: none"> •75% of students in tutoring programs will “lessen the achievement gap” BOY to MOY or BOY to EOY. 		
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<ul style="list-style-type: none"> •The district developed template will be used to calculate effectiveness of these programs. •Mrs. Holliday will enter students in the program on the appropriate tab at the beginning of the year •DIBELS data will be entered BOY, MOY and EOY according to written instructions. •Student additions to the program will be entered according to written directions. •At the end of the year, students demonstrating more than 1 year of growth (closing of the achievement gap) will receive a 1, other will receive a 0 •Percent success will be reported by grade and overall for program. 		
<p><u>Helping Hands Program</u> <u>Push in Tutoring</u> –K-3rd grades Person Responsible: Summer Holliday <u>ELA/Math Tutoring- Lydensy Newman & Monica McNeil, Chantelle Melancon-</u> These tutors will be using FCRR interventions or using teacher created materials to help students in need.</p> <ul style="list-style-type: none"> •75% of students in tutoring programs will “lessen the achievement gap” BOY to MOY or BOY to EOY. •The district developed template will be used to calculate effectiveness of these programs. •Mrs. Holliday will enter students in the program on the appropriate tab at the beginning of the year •DIBELS data will be entered BOY, MOY and EOY according to written instructions. •Student additions to the program will be entered according to written directions. •At the end of the year, students demonstrating more than 1 year of 	<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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Benefits and salaries Renaissance Bundle (STAR reading, math, Math Facts in A Flash, Accelerated Reading, Acclereated Math) Moby Max More Starfall</p>

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<p>growth (closing of the achievement gap) will receive a 1, other will receive a 0</p> <ul style="list-style-type: none"> •Percent success will be reported by grade and overall for program. 		
<p>Accelerated Reader-2nd and 3rd grade</p> <ol style="list-style-type: none"> 1.Students are expected to grow at least 1 Grade Equivalent on STAR Reading. 2.The student growth report will be used to gather data. 3.Students who meet or exceed the required growth receive a “1” and the others receive a “0”. 4.The ones will be totaled and divided by the total number of students in the program to get a percentage of student success. 5.The program will be considered successful if 75% of the students meet their growth target. 		
<p><u>Parent/Family Engagement</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> •<i>The Title I School Committee and/or the Title I parenting Committee need to review the Title I Parent/Family Survey results</i> <ol style="list-style-type: none"> 1. Data- Title 1 Parent/Family Survey 2. Person Responsible- Rebecca Stogner & parent committee 3. Timeline- after the survey results are given 4. Process- The committee along with Ms. Stogner will meet to evaluate and discuss where our school’s strengths and weaknesses are and compose a list of possible ways to get parents/families more involved. 5. Particular attention will be paid to see if the number of parents/families who can’t attend school activities due to work will decrease to 35% as that is our goal for this year. <ul style="list-style-type: none"> •<i>Parenting Committee needs to meet to</i> 		

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<p><i>evaluate tickets-out-the door for events</i></p> <ol style="list-style-type: none"> 1. Data- Event tickets collected 2. Person Responsible- Rebecca Stogner & parent committee 3. Timeline- after each PARENT/FAMILY ENGAGEMENT activity 4. Process- Mrs. Holliday will collect the tickets and compile the data from the questions into a spreadsheet for parents/families and staff members to read and evaluate. <p>•<i>Parenting committee needs to evaluate attendance numbers at events to see what time/topics draw the largest groups of parents/families</i></p> <ol style="list-style-type: none"> 1. Data- Sign- in sheets collected 2. Person Responsible- Rebecca Stogner & parent committee 3. Timeline- after each PARENT/FAMILY ENGAGEMENT activity 4. Process- Mrs. Holliday will collect the sign in sheets and compile the data into a spreadsheet for parents/families and staff members to read and evaluate. <p>•<i>Website responses</i></p> <ol style="list-style-type: none"> 1. Data- Parent emails 2. Person Responsible- Summer Holliday 3. Timeline- August 2016- May 2017 4. Process- Mrs. Holliday will receive emails from parents/families who click on the link to email her with any concerns or comments about the Title 1 program at ASE. <p>•<i>Review the NNPS plan and survey information</i></p> <ol style="list-style-type: none"> 1. Data- NNPS plan and parent/family survey 2. Person Responsible- Rebecca Stogner & parent committee 3. Timeline- May 2017 4. Process- Ms. Stogner and committee members will meet to discuss how 		
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<p>effective/ineffective the NNPS activities were for the 2016-2017 school year.</p> <p>The Title 1 committee along with Ms. Stogner will compile all of the data and put it in our end of the year report.</p>		
<p><u>MHP Evaluation Form</u></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 or stable acceptable 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 a 75% success rate. 		
<p><u>Professional Development</u></p> <ul style="list-style-type: none"> •The professional development program will be evaluated using COMPASS Evaluations. •All teachers participating in the PD program will have a COMPASS Evaluation on file. • Teachers earning a minimum of a 3 will be considered successful and given a “1”. •Those not reaching their target will get a “0”. •A percent of successful teachers will be determined. •85% of the teachers are expected to meet the target set for evaluating the PD program. •The administration will write the final 		

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<p style="text-align: center;">evaluation paragraph for the PD program.</p>		
<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>FACULTY</u>? At the beginning of each new school year the Title 1 committee meets to discuss and analyze the data from state wide standardized test scores, parish wide assessments (DIBELS), and school computer based assessments (STAR Reading/STAR Math, Moby Max), and Title 1 parent/family surveys to see the effectiveness of what was implemented the previous year. The committee then reviews each component of the SIP plan to see if there are any areas that were not as effective in meeting our goals for that year. The committee will rank the effectiveness of the tutors, helping hands, programs, and Parent/Family Engagement activities. At that point the committee will decide what components of the SIP plan need to be changed to help improve our overall goals. All data from this meeting will be shared with the faculty at the August faculty meeting/ professional development day at the beginning of the next school year.</p>	<p>10. BUDGETS used to support this activity: ___ 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>? The results of the evaluation of the Title 1 program at our school will be given to parents during Back to School night in August of 2017. The school will play a Title 1 DVD provided by the district on broadcast to all of the classrooms for parents to watch. They will then watch a Power Point presentation that will discuss the results of last year’s evaluation and how it helped to shape our Title I Program for this year. We will also post this Power Point on the website for parents to see that could not attend the back to school night.</p>	<p>10. BUDGETS used to support this activity: ___ 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