

**2020-2021  
SCHOOL IMPROVEMENT PLAN**

**Abita Springs Elementary**



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

**Abita Springs Elementary 2020-2021**

**1. COMPREHENSIVE NEEDS ASSESSMENT**

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
In Spring 2018, the lowest percentage at risk on DIBELS was 2nd grade with 24%.and the highest % at Benchmark was 2nd grade with 77%. In Spring 2019, the lowest percentage at risk on DIBELS was 3 grade with 24%.and the highest % a at Benchmark was 3rd grade with 77%.	In Spring 2018, the highest percentage of At Risk was Kindergarten with 41% and the lowest percentage at Benchmark was Kindergarten with 60%. In Spring 2019, the highest percentage of At Risk was Kindergarten with 43% and the lowest percentage at Benchmark was Kindergarten with 57%.
Progress Index increased by 4.5 points from 86.8 points in 2018 to 91.3 points in 2019.	Assessment Index has decreased by 6.6 points from 85.0 points in 2016 to 78.4 points in 2019.
ELA has increased 7.6 points from 2017 (80.8 points) to 2019 (88.4 points).	From 2017 to 2019, Math decreased a total of 12 points with one year of increase (2018: 86.1 points) and 2 years of decrease (2017 85.5 points and 2019 73.5 points). Science has had a decrease of 20.3 points from 2017 (87.7 points) to 2019 (64.4 points).
3rd Grade ELA has increased 8.4 points from 2017 (80.8 points) to 2019 (88.4 points). The highest sub category in ELA is Writing Performance 68% for 2019. Vocabulary is the highest subcategory in ELA with 78% in 2019.	Subject area weakness is evident in 3rd Grade Social Studies. Social Studies has consistently had the lowest index scores from 2017-2019. 2017 (66 points);2018 (64.7); 2019 (58.9 points) The lowest subcategory in Social Studies is Civics with 26% in 2019.
3rd Grade ELA has increased 8.4 points from 2017 (80.8 points) to 2019 (88.4 points). The highest sub category in ELA is Writing Performance 68% for 2019. Vocabulary is the highest subcategory in ELA with 78% in 2019.	Subject area weakness is evident in 3rd Grade Social Studies. Social Studies has consistently had the lowest index scores from 2017-2019 with 66 points in 2017; 64.7 points in 2018; 58.9 points in 2019. The lowest subcategory in Social Studies is Civics with 26% in 2019.
The White Subgroup was the highest in each subject over 4 years with 90.9 points in ELA, 77.7 points in Math, 70.5 points in Science, and 63.2 points in Social Studies.	In 2019 SWD scored the lowest index in ELA (73.8 pts), Math (48.8 pts), and Social Studies (22.5 pts).
SWD subgroup has consistently shown growth in ELA by increasing from 45.2 pts (2017) to 73.8 pts (2019) showing an overall growth over 3 years of 28.6 pts.	The White subgroup has declined in ELA 2018 (91.4 pts) to2018 (90.9 pts); Math 2018 (90.7 pts) to 2019 (77.7 pts), and Social Studies 2018 (72.9 pts) to 2019 (63.2 pts).
The White subgroup is a potential strength. At 84.8 points (2019) it is the highest subgroup and has the closest assessment index to an A (90 points).	The SWD subgroup is a potential weakness. At 61.9 points (2019) it is only 2 points from a D.

**Abita Springs Elementary 2020-2021**

<p>ELA is a potential strength for SWD, White subgroup, and Economically Disadvantaged.          SWD: 2018 (67.4 pts ); 2019 (73.8 pts);          White: 2018 (91.4 pts); 2019 (90.9 pts);          Economically Disadvantaged: 2018 (78.8 pts); 2019 (85.7 pts)</p>	<p>Social Studies is a potential area of weakness for SWD, White subgroup, and Black subgroup.          SWD: 2017 (38.3 pts); 2018 (34.8 pts); 2019 (22.5 pts).;          White subgroup: (71.3 index pts); 2018 (72.9 pts); 2019 (63.2 pts).          Black subgroup: 2017 (43.3 pts); 2018 (24.4 pts); 2019 (36.0 pts).</p>
<p><b>DATA SOURCES:</b> School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	
<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>• <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i></li> <li>• <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></li> <li>• <i>Must Include at Least 1 Subgroup Goal</i></li> </ul>	
<p>1. 3<sup>RD</sup> grade students will increase ELA achievement on LEAP 2025 by increasing the percentage of students scoring proficient by 5% points from Spring 2019 (65%) to Spring 2021 (70%).</p>	
<p>2. 3<sup>RD</sup> grade students will increase Math achievement on LEAP 2025 by increasing the percentage of students scoring proficient by 5% points from Spring 2019 (46%) to Spring 2021 (51%).</p>	
<p>3. 3<sup>RD</sup> grade students will increase Social Student achievement on LEAP 2025 by increasing the percentage of students scoring proficient by 5% points from Spring 2019 (33%) to Spring 2021 (38%).</p>	
<p>4. The SWD subgroup will in increase their Overall Assessment Index on LEAP 2025 by 5 index points from Spring 2019 (54.8 points) to Spring 2021 (59.8 points).</p>	
<p>5.</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.*

**Abita Springs Elementary 2020-2021**

- *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
<p><b>Describe how all parents will be involved in the design and evaluation of the SIP (include the months that this will take place):</b></p> <p><b>Design:</b></p> <ul style="list-style-type: none"> <li>• Create a summary of the SIP and distribute to parents and obtain feedback through a feedback form.</li> <li>• SIP is posted on the website and a comment button is included to obtain feedback (a ROBO call will notify parents that the SIP is available on our website.)</li> <li>• Spring 2021 Title I Parent/Family Survey results will be used to design the SIP.</li> <li>• PTO members are invited to a meeting (Sept.) where the principal asks for input for the upcoming school year.</li> <li>• Parents are invited to give anonymous feedback through our website.</li> <li>• Parents on the SIP committee will meet by Zoom with the SIP Committee to review the rough draft of the SIP. (October)</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Parent Survey Results</li> <li>• Parents are invited to give anonymous feedback through the website</li> <li>• Exit tickets for events</li> <li>• A summary of the SIP evaluation is distributed to parents and feedback is encouraged</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Copiers</li> <li>Copies</li> <li>Paper</li> <li>Colored paper</li> <li>Website</li> <li>Robo calls</li> </ul>	<p><b>Effectiveness Measure:</b> Parent participation Feedback form</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Abita Springs Elementary 2020-2021**

<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>Administration attends all PTO meetings to discuss school updates with parents.</li> <li>Administration has an open-door policy to allow parents, community members, students, and staff unlimited opportunities to give feedback and make suggestions regarding spending, programs, school needs, and to voice concerns.</li> <li>Parents attend in-person or virtual conferences with teachers and administration to discuss student academic, social, and behavioral progress/concerns</li> <li>Parents attend (at least annually) IEP meetings for special education students to develop individual education plans for their child.</li> <li>Parents attend SAT (Student Assistance Team) in-person or virtual meetings to determine areas of weakness for their child's education and plan interventions to address them. If necessary, parents will participate in the decision to conduct an evaluation for special education or 504 services.</li> <li>Parents attend annual 504 in-person or virtual meetings with teacher and counselor to develop an IAP (Individual Accommodation Plan)</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Colored Paper copies copy paper Website JPAMS Robo calls Postage</p>	<p><b>Effectiveness Measure:</b> Parent surveys</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b><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. Describe these meetings and the information that families should expect to obtain at these meetings.</i></b></p>				
<p><b>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>Planner/Agendas- given to all 2nd and 3rd grade students to organize assignments and communicate with parents regarding student progress, curriculum, and assessments</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> Colored Paper Agendas for 2nd and 3rd grade monthly teacher letters</p>	<p><b>Effectiveness Measure:</b> Parent surveys</p>

**Abita Springs Elementary 2020-2021**

<ul style="list-style-type: none"> <li>• Weekly Classroom Newsletters- every classroom teacher sends a newsletter on Monday to communicate curriculum, assignments, assessments, and parent events for the school. Newsletters are posted JPAMS Student Progress Center.</li> <li>• School-wide Flyers- Parent events and important school information are sent home on colored paper frequently.</li> <li>• All teachers are required to call all parents and introduce themselves at the beginning of the school year.</li> <li>• Progress reports are sent for All SPED and EL students with their report card each grading quarter.</li> <li>• Parents have 24-hour access to student grades on JPAMS Student Progress Center.</li> <li>• Robo calls are sent out to communicate events to parents.</li> <li>• Open House Zoom Classroom meetings- Information shared with parents to learn curriculum expectations.</li> <li>• Interims – sent home to all students with a D or F average at the middle of each grading period.</li> <li>• Report cards – sent home each grading period to inform parents about student progress.</li> <li>• Individual Parent Teacher conferences in-person or virtual are held as needed throughout the school year.</li> <li>• Parents attend SAT (Student Assistance Team) virtual meetings to determine areas of weakness for their child’s education and plan interventions to address them. If necessary, parents will participate in the decision to conduct an evaluation for special education or 504 services.</li> <li>• Parents attend annual 504 meetings with teacher and counselor to develop an IAP (Individual Accommodation Plan)</li> </ul>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	copies copy paper Website JPAMS Robo calls	<b>Effectiveness Results:</b>
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**Abita Springs Elementary 2020-2021**

<ul style="list-style-type: none"> <li>PreK parents are invited to a virtual parent meetings to learn how to help their child progress in the PreK Program</li> </ul>				
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, <b>to the extent practicable.</b> <i>(Title VI of the Civil Rights Act of 1964)</i></li> <li>Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator.</li> <li>Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; Enrollment process; Counseling on Eligibility for EL Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Translation services</p>	<p><b>Effectiveness Measure:</b> Parent surveys</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.</i></b></p>				

**Abita Springs Elementary 2020-2021**

<p><b>Parent Family Engagement Activity 1:</b></p> <p>Beep and Meet (August)</p> <ul style="list-style-type: none"> <li>• Parents drive through car-line to pick up expectation packets and drop off school supplies</li> <li>• Teachers call and held a Zoom meeting with each parent to invite and inform parent they are the teacher this year</li> <li>• Parents will learn about classroom expectations.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> DSS</p> <p><input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 2:</b></p> <p>Grand Parents/Special Information Mail-Out (September)</p> <ul style="list-style-type: none"> <li>• Grades 1-3 Grand Parents will receive a special mail-out of information that can be used to support their grandchild</li> <li>• Grandparents are invited to send reading material to the classroom</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> DSS</p> <p><input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 3:</b></p> <p>Pre-K – Family Virtual Meeting (Per semester)</p> <ul style="list-style-type: none"> <li>• Parents will be invited to Google Classroom meetings/activities to support literacy skills</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>



**Abita Springs Elementary 2020-2021**

<ul style="list-style-type: none"> <li>All classroom activities/curriculum based activities will be posted on Google Classroom for parents to view</li> </ul>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<b>Effectiveness Results:</b>
<p><b>Parent Family Engagement Activity 4:</b></p> <p><u>Website Video Presentations</u></p> <ul style="list-style-type: none"> <li>IRLA</li> <li>Eureka Math</li> <li>Guidebooks</li> </ul>	<b>Goal(s):</b>	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<b>Items Needed:</b>	<b>Effectiveness Measure:</b>
<p><b>Parent Family Engagement Activity 5:</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<b>Goal(s):</b>	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS	<b>Items Needed:</b>	<b>Effectiveness Measure:</b>
				<b>Effectiveness Results:</b>

**Abita Springs Elementary 2020-2021**

		<input type="checkbox"/> Other		
<p><b>Parent Family Engagement Activity 6:</b></p> <p>Virtual or in-Person Family Game Night - Using games to strengthen literacy and math skills (February)</p> <ul style="list-style-type: none"> <li>• Parents will learn to use family game night to strengthen literacy and math skills.</li> <li>• Parents and students will play a variety of games while strengthening literacy and math skills with other families.</li> <li>• Parents will be given a handout identifying specific skills that can be strengthened by playing board games.</li> <li>• If parents participate, their names go in a drawing to receive the games that were used during the event.</li> </ul>	<b>Goal(s):</b>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<b>Items Needed:</b> Board Games	<b>Effectiveness Measure:</b>
				<b>Effectiveness Results:</b>

**3. SCHOOLWIDE PLAN STRATEGIES**

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

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

**Core Instruction**

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• All grades Pre-K to 3rd follow the Guaranteed Curriculum for STPPS</li> <li>• ReadyGen is used for ELA in Kindergarten to 2nd Grade</li> <li>• Literacy Foundations are taught to student in Kindergarten to 2<sup>nd</sup> Grade (IRLA – Independent Reading Level Assessment)</li> <li>• Eureka Math is used in Kindergarten to 3rd Grade</li> <li>• Pre-K uses OWL for literacy instruction</li> <li>• Pre-K and K use Second Steps for social development</li> <li>• Guidebooks are used in 3<sup>rd</sup> Grade for ELA: Lapin Plays Possum (1<sup>st</sup> Nine Weeks); The Stories Julian Tells (2<sup>nd</sup> Nine Weeks); Because of Winn-Dixie (3<sup>rd</sup> Nine Weeks); Louisiana Purchase (4<sup>th</sup> Nine Weeks)</li> <li>• Daily K-3 small group reading instruction provided using the Guaranteed Curriculum</li> <li>• R.A.C.E. Writing strategy (3rd Grade across curriculum): Restate the question, Answer the question, Cite the source, and Explain.</li> <li>• Whole Brain Teaching (interactive classroom management and teaching strategies) is used in Pre-K to 3rd Grades</li> <li>• Kagan teaching strategies using cooperative learning to increase student engagement used in Pre-K to 3rd Grades</li> <li>• Anchor Charts for student reference are used in PreK-3rd; Anchor Charts outline, list, or describes procedures, processes, and strategies on a particular topic and is posted in the classroom for reference by students</li> <li>• T-1 (Transitional 1st grade): all Kindergarten students are screened using an assessment from the school board, teachers make recommendations to parents to accept T-1</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Document Cameras                  Promethean Boards                  Head phones for Chrome books.                  Charging stations                  IRLA libraries                  Library books                  Printers                  Printer paper                  Art material and supplies.                  Software for Promethean boards</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

**Abita Springs Elementary 2020-2021**

<ul style="list-style-type: none"> <li>• Chrome Books are used for 3<sup>rd</sup> grade students to improve technology skills and to allow for all students to use Zearn and Moby Max for differentiated instruction</li> <li>• for the following year, final class list is determined by need and parental approval</li> <li>• Math Models are used in Kindergarten to 3<sup>rd</sup> – number bonds, part-part-whole, whole part-part, ten frames, tape diagram</li> <li>• STEM lab (Science, Technology, Engendering, and Math) is used by students in grades K-3; weekly 40 min (K &amp; 1<sup>st</sup>) and 50 minutes (2<sup>nd</sup> &amp; 3<sup>rd</sup>) and provides hands-on-learning experiences in those areas</li> <li>• 3rd grade is departmentalized for ELA and Math</li> <li>• Starfall Reading program (Grades Pre-K to 3rd) is used in the classroom to reinforce ELA and Math skills</li> <li>• Activinspire (Promethean Interactive White Board) is used in grades K to 3<sup>rd</sup> across all curriculum areas to engage students; PreK uses</li> </ul>				
<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• DIBELS – indicator of early literacy skills for Kindergarten- is given 3 times a year for Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup>; given 2 times a year for 3<sup>rd</sup> grade.</li> <li>• DRDP – Used in Kindergarten Beginning and End of the Year to assess literacy, math, physical development, and social/emotional</li> <li>• TSGold is used to assess Pre-K readiness and to monitor student progress through the year</li> <li>• Readiness Assessments are administered in August to students in Grades K-2nd; End of the Year Assessments are administered in May to determine student mastery</li> <li>• LEAP 360 is used at the beginning, middle, and end of the year for 3rd grade to monitor student progress</li> <li>• School Based Common Assessments are used in K-3 throughout each grading period in ELA and Math.</li> <li>•</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

**Abita Springs Elementary 2020-2021**

<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• Resource teachers support classroom teachers for inclusion of SWD in the regular classroom</li> <li>• Students receive inclusion and resource support from special education teacher and paras</li> <li>• Reading A-Z – Used to develop fluency and comprehension on individual student ability level</li> <li>• Fast Forward – phonemic awareness for non-readers</li> <li>• Independent Explicit Phonics Instruction – Independent student data in used to inform instruction to close the grade level gaps including sight words, fluency, comprehension, and vocabulary instruction</li> <li>• Sped teachers ensure implementation of accommodations for individual students according to IEPs</li> <li>• SWD are given the Silvaroli Classroom Reading Inventory and the Grade Level Math Curriculum Based Assessment at the beginning and the end of the year.</li> <li>• SWD attend resource and their IEP goals are addressed in both the inclusion classroom and with the resource teacher</li> <li>• Progress Reports are completed in SER and sent to parents each quarter to identify and communicate student growth</li> </ul> <p>MobyMax is used to for extra individualized instruction based on IEP goals</p>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>• The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>

**Abita Springs Elementary 2020-2021**

<p>meaning and then engage in the content specific practices in ELA, math, social studies, and science.</p> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>• Services vary based on individual needs.</li> <li>• A para is on campus 3 times per week to work with students in the classroom. Most frequently, services are provided inside of the classroom.</li> <li>• Needs are assessed in a variety of ways including, but not limited to, DIBELS, LEAP, and ELPT scores as well as classroom observations.</li> <li>• Interventions may include small group reading instruction to improve or provide remediation in five core reading elements; phonological awareness, phonics, reading fluency, vocabulary, and comprehension.</li> <li>• Classroom accommodations are provided through the teacher based on the teacher's determination of the student's needs.</li> <li>• The ELPT is used to measure the performance of ELs as they progress through k-12 education and achieve college and career readiness. Results are used to determine a student's level of English proficiency and to decide which language services and supports the student will need to fully participate in core content classes.</li> </ul>		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
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***Interventions for At-Risk Students***

<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• Readiness results are used to identify students who need interventions/acceleration – District Readiness Assessment in ELA and Math for Grades 1 and 2; LEAP 360 for Grade 3, TSGold for Pre-K, DRDP for Kindergarten; DIBELS for</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets used to support this activity:</b></p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>
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**Abita Springs Elementary 2020-2021**

<p>Kindergarten to 3rd Grades; IRLA (Individualized Reading Level Assessment) is used to determine phonics interventions for students in Kindergarten to 2<sup>nd</sup> grade. This data is analyzed by teachers, administration, and TRT. Students who score below Benchmark in DIBELS and are not proficient on other assessments are selected for individualized classroom interventions based on individual instructional needs, Weekly assessments are used by the classroom teacher to determine needed interventions on an on-going basis.</p> <ul style="list-style-type: none"> <li>• New student assessments from previous school are used to determine if interventions are needed. If no assessments are available from the previous school, the TRT or individual teacher will administer needed assessments.</li> </ul>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• All teachers are required to do 30 minutes each day of interventions for identified students based on individual needs</li> <li>• Interventions from Florida Center for Reading Readiness (FCRR) are used 4 times a week for students who need reading interventions</li> <li>• Teachers develop Math interventions for students as needed based on individual needs</li> <li>• The students who receive interventions change throughout the year based on progress or lack of progress on the assessments mentioned above. This is monitored by the classroom teacher.</li> <li>• Progress monitoring for interventions is done weekly.</li> <li>• Moby Max is used for more intense intervention for students who needs more assistance on certain standards,</li> <li>• IRLA (Individualized Reading Level Assessment) program is used for phonics intervention based on individual student abilities</li> <li>• Project Read</li> <li>• Reading A-Z – Used to develop fluency and comprehension on individual student ability level</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b></p> <p>Promethean Boards          Bulbs for Projectors          Web cams          Project Read Materials          IRLA Materials          Document Cameras          Chrome Books          Printers          Computers          Headphones          Ink for Printers</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

**Abita Springs Elementary 2020-2021**

<ul style="list-style-type: none"> <li>• Independent Explicit Phonics Instruction – Independent student data is used to inform instruction to close the grade level gaps including sight words, fluency, comprehension, and vocabulary instruction</li> <li>• Zearn Math Program (online program) (once we have it) will be used to provide additional interventions for Math</li> <li>• Moby Max (online program) is used to provide additional individualized intervention for Math</li> <li>• Interventions for EL students may include Project Read, Fast Forward, or small group reading instruction to improve or provide remediation in five core reading elements; phonological awareness, phonics, reading fluency, vocabulary, and comprehension. Interventions are provided by the EL Para and the classroom teacher.</li> </ul>				
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• SAT – Student Assistance Team: Counselor, pupil appraisal representative, speech therapist, teacher, ODR, parent</li> <li>• Teachers meet with principal regarding concerns for specific students, begin interventions, and are brought up to SAT</li> <li>• SAT meets weekly to address/develop needed interventions for students (completed by classroom teacher), monitor progress of interventions, refer students as necessary to Pupil Appraisal for evaluation, and refer students as necessary for 504 evaluation and plans</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b><i>Support and Extended Learning</i></b></p>				



**Abita Springs Elementary 2020-2021**

<p><b>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</b></p> <ul style="list-style-type: none"> <li>• Speech services provided as needed during the school day for students according to IEP.</li> <li>• Students in Kindergarten to 3rd Grades attend Music, Art, Library, P.E., and STEAM Lab</li> <li>• Gifted Enrichment provided during the school day according to IEP</li> <li>• Kids-In-Transition provides supplies, uniforms, and Field Trip costs</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21<sup>st</sup> Century, before or after school tutoring, field trips):</b></p> <ul style="list-style-type: none"> <li>• Girls on the Run – Grant funded program to empower girls and prevent bullying (after school)</li> <li>• LEGO club is an after school program for students in 3rd Grade</li> <li>• Field Trips – Curriculum Based: Pre-K – Liuzza Strawberry Farm (Farm to Table); K – Culinary Kids (Science, Math, and Language); K – Play at Covington High; 1st – Art Time, (Language, Art); Louisiana Children’s Museum (Social Studies, Science); 2nd – Liuzza Produce Farm – Farm to Table (Economics -Social Studies) and Planetarium (Science – Earth and Space); 3rd – Honey Island Swamp – (Ecosystems –Life Science)</li> <li>• Audubon Bugmobile, Zoomobile, Wetland Express, and Aqua Van visit Pre-K at school</li> <li>• Fire Department visits Pre-K, K, and 1st for fire safety in the fall</li> <li>• Visiting Play Production at school (plays TBD)</li> <li>• Harvey Rabbit Show comes in Spring for making good choices (anti-drug/ character education)</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

**Abita Springs Elementary 2020-2021**

<ul style="list-style-type: none"> <li>• Visit from local dentist during Dental Month</li> <li>• Before/After Care is available on a parent paid basis. Teachers and paras are available for homework support as needed.</li> </ul>				
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***Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas***

<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>• Due to the transient and often unstable environments that many of our school's students experience, a full-time <b>Mental Health Provider (MHP)</b> will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.</li> <li>• Works with Kindergarten and 1<sup>st</sup> graders 20 minutes every other week on social skills in the classroom</li> <li>• Works with Assistant Principal to monitor behavior concerns and plan interventions</li> <li>• Manages Tier III behavior students</li> <li>• Contacts parents of students with excessive tardies, absences, and lack of homework</li> <li>• Provides one-on-one counseling as needed</li> <li>• Works with school counselor to introduce new students to our school by providing tours, and monitoring for adjustment</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
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**Abita Springs Elementary 2020-2021**

<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>• Counselor oversees SAT (Student Assessment Team)</li> <li>• Oversees KIT programs</li> <li>• Works with 2<sup>nd</sup> and 3<sup>rd</sup> graders 20 minutes every other week on social skills in the classroom</li> <li>• Provides one-on-one counseling as needed</li> <li>• Works with MHP to introduce new students to our school by providing tours, and monitoring for adjustment</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
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**Implementation of a schoolwide tiered model to prevent and address problem behavior:**

<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• Our PBIS plan includes individual, class, and school-wide incentives including: Student of the Week (each class, each week); School-wide 100 compliments; Citizen of the Month - 1 per class each month) Most Improved/Hard Worker (1 per class each month); Bee-havior Bash – held at the end of each quarter for students without discipline referrals; recognition of staff and student birthdays.</li> <li>• PBIS team consists of administration and grade level chairpersons – meet the 1st Monday of the Month</li> <li>• Time Out Room and In-school suspension available on Monday and Thursday as needed for continuous minor behavior or major behavior</li> <li>• Check-in Check-out program for students who need behavior support</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
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**Abita Springs Elementary 2020-2021**

<ul style="list-style-type: none"> <li>• Monthly discipline goal determined using discipline data from JPAMS and discussion by PBIS Team</li> <li>• Character Word of the Week with Auto-be Good Video</li> <li>• Daily discussion by the principal on the Character Word of the Week</li> <li>• Tier II and Tier II behavior students receives interventions with the help of the MHP, Assistant Principal, and classroom teacher.</li> </ul>				
<p><b><i>Strategies for Assisting Students in the Transition from One School to the Next:</i></b></p>				
<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>• MHP and Counselor provide tours and monitor new students for adjustment to our school</li> <li>• Pre-K parent meeting held at the end of Pre-K to help orient parents of what to expect in Kindergarten</li> <li>• Meet and Great Night for parents and students to meet the teacher</li> <li>• PreK Parent Orientation in August</li> <li>• Tours given for new families as well as meeting with administration to discuss student placement</li> <li>• 3rd Grade visits the Middle School in May to prepare for 4th grade</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

## Professional Development

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

<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>• Pre-K-3<sup>rd</sup> teachers will meet with administration 7 hours per month during the school day for PLC to analyze data and plan lessons for IRLA, ReadyGen, Guidebooks, OWL, and Eureka.</li> <li>• 3<sup>rd</sup> Grade teachers meet by subject area.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Our Math Teacher Leader attends a total of 9 professional development days held by the district. She will redeliver this information on the ½ day PD on October 11<sup>th</sup>.</li> <li>• Professional Development is presented by the TRT for various technology topics as needed throughout the year including MobyMax, JPAMS, ZEARN, and basic computer skills.</li> <li>• Prek attends parish wide professional development</li> <li>• District level Professional Development is offered during the summer at Summer Institute as well as throughout the year. Courses are listed on GSMU.</li> <li>• New teachers may attend parish sponsored BOOST sessions on various topics.</li> <li>• Administration attends monthly PD during the Principal/Assistant Principal Meeting.</li> <li>• The TRT attends monthly PD during the year.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>

**Abita Springs Elementary 2020-2021**

**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.
- The District participates in the Teacher Residency Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.
- Student Teachers from local universities are placed in schools throughout the district.
- The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.
- A District Representative serves as a speaker on college campuses for different education courses.

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

<b>Career and Technical Education Programs:</b>	<b>Goal(s):</b>	<b>Budgets</b> used to support this activity:	<b>Items Needed:</b>	<b>Effectiveness Measure:</b>
<ul style="list-style-type: none"> <li>•</li> </ul>		Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		Effectiveness Results:
<b>Coursework to Earn Post-Secondary Credit:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Goal(s):</b>	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<b>Items Needed:</b>	<b>Effectiveness Measure:</b>

**Abita Springs Elementary 2020-2021**

		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<b>Effectiveness Results:</b>
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***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.

**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, Title III, or DSS funding.

**English Learners (EL):**

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

**21<sup>st</sup> Century Programs:**

- Students in participating schools are entitled to attend the 21<sup>st</sup> Century afterschool programs during the school year and during the summer.

**Headstart Preschool Programs:**

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

**4. Regular Monitoring and SIP Revision**

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State’s annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State’s academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

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

- 

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

- 

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

- 

**2020-2021 Committee Members**

School Improvement Planning Committee

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

Members Include:

- Principal:
- AP:
- Teacher:
- Teacher:
- Parent/Family:
- Parent/Family:
- Parent/Family:

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- Principal:
- Student:
- Teacher:
- Teacher:
- Parent/Family:
- Parent/Family:
- Parent/Family:



## DISTRICT ASSURANCES

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

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date