

Abita Springs Elementary
Pre-K -3rd Grades
Ms. Rebecca Stogner
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

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. 91% Proficient	1	PARCC, 2015
White subgroup shows largest % of Proficient in ELA (86.9%) and Math (91.8%).	2	PARCC, 2015
Achievement gap for all subgroups decreased in Math (ED 4.4%; SWD 17.3%, Black 17.2%)	3	PARCC, 2015
Black subgroup increased in ELA by 14%	4	PARCC, 2015
Second grade consistently shows the lowest number of students “At Risk” at the end of the year in Reading (12%).	5	DIBELS, 2015
Overall, suspension rates have decreased 10.2% over the past 2 years.	6	JPAMS Discipline Data 2015

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
2 nd and 3 rd grades show a persistent decline in students “At Benchmark” from fall to spring in Reading. 2 nd grade went from 81% in fall to 71% in spring and 3 rd grade went from 86% in fall to 79% in spring.	1	DIBELS, 2015
Achievement gap for students with disabilities showed an increase of 25.9% in ELA from 2013-2015.	2	iLEAP, LEAP, PARCC, 2013-2015
ELA has shown a persistent decline in the % of students scoring proficient (4.9% over 3 years).	3	PARCC, 2015
CRT index for Social Studies shows a decline over 3 years from 100.2 to 97.3 (2.9 difference)	4	ILEAP, 2015
37% of parents do not attend parental involvement activities due to conflicting work schedules	5	Parent Involvement Survey Spring 2015
Over the past 3 years, discipline reports come from 7% of our students. most discipline referrals come from 1 st (19) and 2 nd (20) grades	6	JPAMS Discipline Data 2015

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GOALS

<i>1c. Goals based upon Challenges and/or Maintaining Strengths</i>
GOALS
1 By May 2016, 86% of students will score proficient on the state test in ELA (writing/reading/fluency/reading and responding/etc.)
2 By May 2016, we will continue to increase with 93% of students scoring proficient on the state test in Math (problem solving/computation/fluency/written response/etc.)
3 By May 2016, the CRT Index Score for Social Studies will increase to 99 on the state standardized test in Social Studies.
4 By May 2016, the number of parents who can't attend school activities due to work will decrease to 35%
5 By May 2016, 80% of the students working with an MHP will demonstrate reduced major behavior referrals.

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. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Enter the percentage of your staff that is highly qualified 97%

- The HR department requires that all schools keep a folder on each teacher documenting their HQ status. This information is reported to HR on a spreadsheet at the beginning of each school year and Title I schools report this information to the Title I office on the Attestation Form.
- The parish requires that all paras meet HQ status before they can be considered for employment.

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<p>4. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.</p>		
<p>PLC-(<i>be sure to mention personnel involved in this activity, i.e. Instructional Coach, substitutes, presenters, schedules etc.</i>)-</p> <ul style="list-style-type: none"> • Grade Chairperson meetings- Every month grade level chairpersons meet with the principal, assistant principal, and TRT to discuss school wide topics. After school stipends paid through Title 1 funds. • PLC (Grade Level) meetings- The main focus for our PD for the year is on ELA, Math, and Social Studies curriculum. All after school stipends for the teachers will be paid through Title 1 funds. These workshops are lead 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. They will discuss topics such as but not limited to... <ul style="list-style-type: none"> • FCRR interventions and strategies for our low performing students • Math, Social Studies, 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 	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Handouts</p> <ul style="list-style-type: none"> •Poster Paper •Poster Printer Ink •Stipends and benefits for teachers, TRT, presenters, substitutes) •Printer ink

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<p><i>If you have an Instructional Coach, describe in detail her duties and responsibilities</i></p> <p>Nicole Hayes is our Instructional Coach. She works with teachers to analyze data and plan interventions to increase student achievement; focus on writing and text based evidence by modeling lessons for teachers and guiding teachers on how to create lessons to continue with the task.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I</p>	<p>Item(s) to be purchased to support this activity: Salary and Benefits for Nicole Hayes.</p>
<p>Professional Development Outside of PLC</p> <ul style="list-style-type: none"> ●Faculty meetings for parish and state mandated trainings <ul style="list-style-type: none"> ○<u>Faculty Meetings</u>- August 3rd, November 17th ○<u>Design Team Meetings</u>- September 21st, October 19th, November 17th, January 27-28th, February 22nd, May 4th ●Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED <ul style="list-style-type: none"> ○<u>District Mandated Professional Development Days</u>- August 4th-6th, October 9th, March 11th ●After-school, before school, and district sponsored professional development Curriculum Meetings <ul style="list-style-type: none"> -New Teacher Training- July 14, 15, & 16 - My Textbook Overview- July 28 -NCI Initial Training- August 18 & 25 and September 22 & 29 -Preparing for Success with the Guaranteed Curriculum September 30 -BOOST new teacher meeting- September 30 -K-2 Meaningful Math Work Stations- October 13 -DIBELS Next- July 21 & 22 and November 4 & 5 -IEP Team- November 10 -ESY Data Collection- November 10 -Math Problem Solving Models- 2nd & 3rd grade on December 11 	<p>10. BUDGETS used to support this activity: <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> <ul style="list-style-type: none"> ● Snacks ● Drinks ● Paper ● Ink/toner ● Core Curriculum supplies ● Registration for various conferences ● Travel and hotel stay ● Substitutes and benefits ● Stipends and benefits

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<ul style="list-style-type: none"> • Conferences <ul style="list-style-type: none"> -Louisiana Reading Association Conference- September 17 & 18 -LACUE- December 9th -Pre-K & Kindergarten State conference- November 9th & 10th 	
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5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:

We aggressively seek the most highly qualified teachers for each open teaching position at our school while attending District Wide Transfer Fair, District Wide Job Fair, and while seeking teachers we need to hire outside of these time frames. Our principal attends job fairs at state colleges and universities.

6. PARENTAL INVOLVEMENT: What strategies/activities do you employ to increase parental involvement? 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.

<ul style="list-style-type: none"> • Parents will be involved in the design of the parent plan through being a member of the Title 1 PI 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 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 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 as documentation. Parents and teachers oversee the parental activities when they take place. • Parents 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 may also send comments to 	<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>Snacks</p> <p>Cardstock</p> <p>Ink</p> <p>Printer</p> <p>Paper</p> <p>Pamphlets</p> <p>Name tags</p> <p>Envelopes</p>
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<p>ASE school webmaster as well as email the PTA board members or Principal with comments about all activities and meetings. At each event parents are given a ticket out the door to comment on the event.</p>		
<p>◆ <i>Include meeting dates for the: planning, implementation, and evaluation of the:</i></p> <ul style="list-style-type: none"> ● <i>Parent Involvement Policy/compact</i> Planning Dates- 8/4/15, Implementation Dates- 5/5/15-5/20/16 Evaluation Dates- April 2016 ● <i>PI Plan</i> Planning Dates- 8/4/15, 9/14/15, 10/5/15, 10/9/15 Implementation Dates- 8/5/15-5/20/16 Evaluation Dates- May 2016 ● <i>School Improvement Plan.</i> Planning Dates- 11/12/15, 11/16/15, Implementation Dates- 8/4/15-5/20/16 Evaluation Dates- October 2016 	<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>
<p>◆ <i>Describe how parents will receive timely information about the Title I program;</i></p> <ul style="list-style-type: none"> ● the Title I program; - Title 1 compact and Parent Right to Know packets, School Handbook with Title 1 PI Policy and compact, Title 1 information meeting, Title 1 video on ASE website, Title 1 page on school website; Semi-Monthly school newsletter, 	<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 will be informed of the curriculum, assessments and proficiency levels students are expected to meet.</i></p> <ul style="list-style-type: none"> ● 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>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>

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<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 in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process.</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>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 parental involvement and interest in the education of their children.</p>	<p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other.</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Membership in NNPS</p>
<p>◆ To be in compliance with Act 436, at least three meetings will be held during the school year to provide parents information on how to access the curriculum. This information will be provided to parents at school open house events, scheduling nights, parent meetings, and other parent orientations.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input 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>Paper Ink/toner</p>
<p>◆ <i>Describe</i> how parents will be encouraged to participate in decision making opportunities about their child’s education.</p> <p>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.</p> <p>◆ SAT 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 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>

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<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 style="text-align: center;">◆ <i>Describe specific training activities (at least all 6 from Title I Application PI Plan)</i></p> <p><u>Title: Back To School Night</u> <u>(Math/Literacy)</u> August 5, 2015</p> <p>This night will provide an overview of parental communication and expectations for each student. It will provide parental understanding of academic needs of students and parental support needed. A special math activity will be done with the parents in each classroom.</p> <p><u>Title: KinderCamp</u> August 11, 2015</p> <p>Parents will meet with the kindergarten teachers to discuss the expectations of kindergarten. Teachers will show parents what happens daily in the classroom. Ms. Stogner and Mrs. Clark invited the parents in the cafeteria to discuss car line, bus and other school wide expectations of parents and students.</p> <p><u>Title: Pre-K Early Literacy Parent Meeting</u> September 24, 2015</p> <p>Parents will meet with Mrs. Carbajal (Speech) 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</p>	<p>10. BUDGETS used to support this activity:</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Title I</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> GFF</p> <p style="padding-left: 20px;"><input type="checkbox"/> SRCL</p> <p style="padding-left: 20px;"><input type="checkbox"/> Title II</p> <p style="padding-left: 20px;"><input type="checkbox"/> LA4</p> <p style="padding-left: 20px;"><input type="checkbox"/> IDEA</p> <p style="padding-left: 20px;"><input type="checkbox"/> Title III</p> <p style="padding-left: 20px;"><input type="checkbox"/> Bond Money</p> <p style="padding-left: 20px;"><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Snacks</p> <p>card stock</p> <p>ink/toner</p> <p>drinks</p> <p>Ziploc bags</p> <p>lamination</p> <p>Math materials</p> <p>ELA materials</p> <p>pamphlets</p> <p>Renaissance Home</p> <p>Connect Flyers</p> <p>Silhouette Machines & supplies</p> <p>Colored Paper</p> <p>Envelopes</p> <p>Name tag badges</p> <p>Books</p> <p>Board Games</p>

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<p>create a “Make and Take” literacy activity for the children to do at home.</p> <p><u>Title: Pre-K Parent Meetings</u> October 29, 2015 Parents will attend a meeting about how to teach math every day to your preschooler. Mrs. Holliday (TRT) and Pre-K teachers will teach parents different methods for teaching basic math skills. Parents will then go to the classrooms and create a “Make and Take” for the parents to take and use.</p> <p><u>Title: Math Textbook Night</u> November 11, 2015 Parents will attend a meeting about how to access the new math series online. Mrs. Holliday will give parents a handout and model how to access the book, print homework sheets and where to find extra practice and educational games.</p> <p><u>Title: Accelerated Reading Night for 1st graders</u> January 12, 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 find books on their child’s reading level. Parents will also be given a hand-out about the importance of reading at home and how to get their child motivated to do it. Reading games will be purchased as prizes for parents and students to play together.</p> <p><u>Title: Kindergarten Literacy Night</u> Spring 2016 Guest Speaker Juan Kincaid will talk with parents about the importance of reading to children. Parents and students will then visit the classrooms to complete literacy activities.</p>		
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<p>Books for parents to read with their children will be purchased.</p> <p><u>Title: Kindergarten Connect</u> May 10, 2016 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>		
<p><u>Home-School Communication Strategies...</u> <u>Teacherweb-</u> websites for teachers to keep parents informed of what is going on in the classroom. <u>PTA website-</u> PTA has its own website to inform parents about school events. <u>Monthly School Newsletter-</u> PTA along with administration sends out a monthly newsletter for parents regarding school events, parenting tips, PTA events, etc. <u>Weekly Newsletters-</u> teachers will send home weekly newsletters to parents about events taking place at school. <u>Call out system-</u> all school events or notifications will be sent out to parents on our phone call out system. <u>School Website-</u> all school wide events and information is available for parents 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 to click on that gives them information about our Title 1 program. Parents can also contact the webmaster with any concerns or questions. <u>Written Notices-</u> Flyers for events, individual parent notification of SAT and 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 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 strategy/activity:</p> <p>Teacher Web Copy Paper – white and colored Ink/toner Printers Graphic Arts purchases Envelopes Postage</p>

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<p>7. 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. •Pre-K parent meeting at the end of the year for students going into Kindergarten. •KinderCamp is held in August for all Kindergarten parents to meet their child’s teacher, orient them to Kindergarten academic and social expectations, and inform them of school procedures and policies. •Back to School night in early August for parents to meet their child’s teacher and to get acquainted with expectations and changes for the upcoming school year. •New parents are given a brochure about the school. <p>When new parents and children register throughout the year, they are given personal tours of the school and classrooms by the TRT.</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 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</p> <p>-Snacks</p> <p>-Beverages</p>
<p>Outgoing students</p> <ul style="list-style-type: none"> •Third grade students visit Abita Springs Middle School to get acquainted with middle school. <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>

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8. 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 use BURST data to form instructional groups for interventions and differentiated instruction. •Teachers will enter students DIBELS data into Earobics to guide instruction and interventions. 	<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: Salary and Benefits</p>
<p><i>Add additional assessment activities as needed.</i> Eagle – Computer based assessment for ELA, Math, Science, Social Studies standardized test practice data used to guide instruction DIBELS – data used to design interventions and determine student levels for instruction iLEAP – data used to identify strengths and weakness in Science and Social Studies to guide instruction PARCC – data used to identify strengths and weakness in ELA and Math to guide instruction STAR Reading – Computer based assessment to gather data used to identify Reading instructional levels and develop interventions STAR Math – Computer based assessment to gather data used to identify Math instructional levels and develop interventions</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: STAR Reading STAR Math Moby Max Graphic Arts Substitutes for DIBELS testing- salary and benefits Paper Ink/toner Copy machines Computers Printers Headphones Mice (for computer) and mouse pads</p>

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<p><u>Moby Max</u> – Computer based assessment to gather data used to identify instructional levels in Math, ELA, Science, and Social Studies and plan instruction</p> <p><u>District Created Readiness, Mid-Year, and End of Year Assessment for ELA</u>- data used to identify individual student levels, set individual learning goals, and plan instruction</p> <p><u>District Created Readiness, Mid-Year, and End of Year Assessment for Math</u> - data used to identify individual student levels, set individual learning goals, and plan instruction</p> <p><u>Teacher Created Assessments</u> - data used to identify individual student levels, set individual learning goals, and plan instruction</p>		<p>PARCC Assessment Practice Books</p>
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<p>9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES: What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.</p>		
<p><u>Mental Health Providers</u>-(please adjust to fit your school's MHP plan)</p> <p>MHP: Due to the transient and often unstable environments that many of Abita Springs 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 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</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>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></p> <p>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>“Beehavior 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><u> X </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II <u> </u> LA4 <u> </u> IDEA <u> </u> Title III <u> </u> Bond Money <u> X </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>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) are used to improve the academic performance of lower achieving students (do not include tech paras, CSR teacher or timesheet personnel)</i></p> <ul style="list-style-type: none"> •Nicole Phillips - DIBELS Test results and STAR Reading assessments indicate a need for reading and math support in First Grade. This teacher works in classrooms to provide support for interventions for students as needed. 	<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> </u> LA4 <u> </u> IDEA <u> </u> Title III <u> </u> Bond Money <u> X </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salaries and Benefits for Nicole Phillips STAR Reading FCRR interventions Cardstock Ink/toner</p>

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<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>Earobics-</u></p> <ol style="list-style-type: none"> 1.Students are identified intensive or strategic from the DIBELS test. Students use the Earobics 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 Tori Scandurro and Kristen Oyler <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 Tori Scandurro and Kristen Oyler. <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. 	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> 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>Helping Hands salary and benefits for Kristen Oyler & Tory Scandurro, Karla Hernandez and Dixie Crosby</p>
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<p>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.</p> <p>4.Title 1 tutors Karla Hernandez and Dixie Crosby run this program.</p>		
<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 Moby Max. Progress is monitored by teachers using Moby Max Reports and STAR Reading 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. Progress monitored by teachers using Moby Max Reports, STAR Reading and Math Reports, and Eagle Reports. This program is run by Kerri Frederick.</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>Salary and benefits for Cindy Rush, Amanda Vining and Kerri Frederick</p> <p>Substitutes for technology setup</p> <p>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 Promethean Pens</p>
<p><u>Technology Interventions/Progress Monitoring</u> <i>List programs and describe how students are selected and monitored for each program listed.</i></p> <p><u>Teacherweb-</u> websites for teachers to keep parents informed of what is going on in the classroom.</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</p>	<p>Item(s) to be purchased to support this activity:</p> <p>salary & benefits</p> <p>toner printers</p>

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<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>Math Facts in a Flash</u>- Students in grades 1-3 use this program. All students use this program to gain fluency in addition, subtraction, multiplication and division facts. Monthly reports are printed to check student progress.</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><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,</p>	<p><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>bulbs computers monitors laptops projectors Teacherweb BrainPop JR. Moby Max More Starfall Accelerated Math Accelerated Reading Math Facts in a Flash STAR Math Enterprise BURST STAR Reading Enterprise ACTIVboards ACTIVpens ipads document cameras digital cameras Silhouette Machines & supplies</p>
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<p>Science, and Social Studies. Teachers use student reports to monitor student progress.</p> <p>Burst – This program is used for special education students. Results from DIBELS test are entered into the program. The program then puts students into groups and gives teachers individualized student interventions. Students are monitored in the program as the teacher puts the weekly scores from the interventions into the teacher.</p>		
<p><u>Special Education Subgroup Data</u> On Spring 2015 PARCC test, Special Education student data is as follows: ELA – 23.5% proficient Math – 52.9% proficient</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Special Education Program Design</u> <i>Answers ranged from total Inclusion to total resource.</i> This past year we had students with more severe disabilities so it affected our achievement gap for students with disabilities a bit more than the usual trend. However, 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:</p> <p><u> X </u> Title I ___ GFF ___ SRCL ___ Title II ___ LA4 <u> X </u> 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.</p>	<p>10. BUDGETS used to support this activity:</p> <p><u> X </u> Title I <u> X </u> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money</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</p>

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Character videos are used to teach social skills to all students. Field trips enhance curriculum and extend student learning outside of the classroom.	<u> X </u> Other	Character videos Harvey Rabbit
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10. 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. 	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;"><u> X </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II <u> 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

11. 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 style="text-align: center;"><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>

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<p><u>Overall</u>-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 2015, January 2016 and May 2016. Mrs. Holliday will input students' scores into the DIBELS online data management system. 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 2015 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><u>Tutoring programs-</u> Data to be collected, responsible person, timeline for collection, process for calculation <u>Kerri Frederick</u>- will collect data from STAR Math, STAR Reading, and Moby Max-Social Studies from August to May to see if students are improving in Math, Reading, and Social Studies. The programs mentioned above all calculate student growth automatically. We will look at the growth from August to May. We are expecting students to grow by 1 grade level equivalent in all programs mentioned above. Those students who scored at least 1.0 point increase in grade level equivalent will score a 1. Those students who did not reach that goal will get a score of 0. Our goal is to get at least 85% of our students to score a 1.</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>Benefits and salaries for Kerri Frederick and Cynthia Rush</p>

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<p><u>Cynthia Rush-</u> will collect data from STAR Reading from October to May to see if students are improving in Reading. The program mentioned above will automatically calculate student growth. We will look at the growth from August to May. We are expecting students to grow by 1.0 points grade level equivalent in STAR reading. Those students who scored at least 1.0 point increase in grade level equivalent will score a 1. Those students who did not reach that goal will get a score of 0. Our goal is to get at least 85% of our students to score a 1.</p>		
<p><u>Helping Hands Program</u> Data to be collected, responsible person, timeline for collection, process for calculation <u>Accelerated Math</u></p> <ol style="list-style-type: none"> 1. STAR Math Data: pretest (August 2015) and post-test (May 2016) 2. Person responsible: Dixie Crosby, Karla Hernandez 3. Report to principal by May 15, 2016 4. Program calculates student growth. Our goal is for every student to increase their grade level equivalent by 1.0 points from August to May. For the students that do we will give them a score of a 1. For the students that don't we will give them a score of 0. Our goal is for 85% of our students in grades 2nd -3rd to increase their grade equivalent score by 1.0 points. <p><u>K-1 Lab</u></p> <ol style="list-style-type: none"> 1. STAR Reading Data pretest (August 2015) and post-test (May 2016) 2. Person responsible: Cindy Rush, Amanda Vining 3. Report to principal by May 15, 2016 4. Program calculates student growth. Our 	<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, Accelerated Math) Moby Max More Starfall</p>

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<p>goal is for every student to increase their grade level equivalent by .5 points. We will look at the Kindergarten data from February to May. We will look at the data for first grade from January to May. For the students that do we will give them a score of a 1. For the students that don't we will give them a score of 0. Our goal is for 85% of our students in grades K-1st to increase their grade equivalent score by .5 points.</p> <p><u>Push in Tutoring</u></p> <ol style="list-style-type: none"> 1.DIBELS data Beginning of year and end of year 2.Person Responsible: Summer Holliday 3.Report to principal by May 20, 2016. 4. Program calculates student levels. We will look at data from August to May. We will give students the score of 1 who have shown growth by 3 points on their composite score. Students who did not show growth by 3 points on their composite score will score a 0. 		
<p><u>Parental Involvement</u></p> <p>Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> •<i>Parenting Committee needs to meet to evaluate tickets-out-the door for events</i> <ol style="list-style-type: none"> 1. Data- Event tickets collected 2. Person Responsible- Rebecca Stogner & parent committee 3. Timeline- after each PI activity 4. Process- Mrs. Holliday will collect the tickets and compile the data from the questions into a spreadsheet for parents and staff members to read and evaluate. <ul style="list-style-type: none"> •<i>Parenting committee needs to evaluate attendance numbers at events to see what time/topics draw the largest groups of parents</i> 		

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<p>1. Data- Sign- in sheets collected 2. Person Responsible- Rebecca Stogner & parent committee 3. Timeline- after each PI activity 4. Process- Mrs. Holliday will collect the sign in sheets and compile the data into a spreadsheet for parents and staff members to read and evaluate.</p> <p>•<i>The Title I School Committee and/or the Title I parenting Committee need to review the Title I Parent Survey results</i></p> <p>1. Data- Title 1 Parent 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 more involved.</p> <p>•<i>Website responses</i></p> <p>1. Data- Parent emails 2. Person Responsible- Summer Holliday 3. Timeline- August 2015- May 2016 4. Process- Mrs. Holliday will receive emails from parents who click on the link to email her with any concerns or comments about the Title 1 program at ASE.</p> <p>•<i>Review the NNPS plan and survey information</i></p> <p>1. Data- NNPS plan and parent survey 2. Person Responsible- Rebecca Stogner & parent committee 3. Timeline- May 2016 4. Process- Ms. Stogner and committee members will meet to discuss how effective/ineffective the NNPS activities were for the 2015-2016 school year.</p>		
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<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> Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> •<i>Did the students involved in the MHP program at your school demonstrate increased academic achievement?</i> <ol style="list-style-type: none"> 1. Data- MHP logs, JPAMS, report cards 2. Person Responsible- Monika Carter & Rebecca Stogner 3. Timeline- August 2015-May 2016 4. Process- Mrs. Carter will compile data throughout the year with log sheets, teacher conferences, and teacher referrals. She will then use this data along with JPAMS to see if there was an increase or decrease in student academic achievement. •<i>Was the goal to decrease referrals, time out of classrooms, etc? Please elaborate.</i> The goal is to decrease student major referrals and in school suspension rates. Students who show a decreasing trend in referrals will be assigned a 1 and those that don't will be assigned a 0. The percentage of students receiving a 1 will be calculated. 		
<p><u>Professional Development</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> •<i>How did the professional development activities at your school translate into student academic success?</i> <i>Minutes from all meetings should be taken and filed so a formal evaluation report can be written.</i> 		

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<p><i>All meetings must have agendas and sign-in sheets.</i></p> <p>All PD is based on student academics. Teachers attend trainings that teach them how to make students more engaged in the learning process. Our teachers attend lots of Math trainings and our math scores tend to be our highest scores. Literacy PD opportunities have also helped our ELA scores to be proficient over the past 3 years.</p> <ol style="list-style-type: none"> 1. Data- District created assessments, SLT, and DIBELS, 2. Person Responsible- Rebecca Stogner & Summer Holliday 3. Timeline- August 2015- May 2016 4. Process- Over the course of the year Mrs. Holliday will collect all meeting agendas. The title 1 committee will use the data from the mentioned above to see if the scores on all assessments have increased and will look to see what professional developments that teachers attended help make this possible. 		
<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>FACULTY</u>?</p> <p>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 parental 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 parental involvement 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 then be shared with the faculty at a faculty meeting at the beginning of the school year.</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>

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<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>PARENTS</u>?</p> <p>All parents receive a handbook at the beginning of the school year. In that handbook, parents receive information about how Title 1 money is spent. This letter explains how Title 1 money pays for tutors, helping hands, programs, technology, and other supplies to help our school reach our goals for the upcoming school year. This letter will also include data to show parents how our students have improved in certain areas where we are using the Title 1 funds to fund these programs. The Title 1 committee along with Ms. Stogner will create the letter. This is done at the end of the school year in late May or early June.</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>
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