

***Abita Springs Middle School***  
***Grades 4-6***  
***Edward Strohmeyer***  
**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**

<b><u>1a. Results of Comprehensive Needs Assessment</u></b>		<b><u>1a. Measures used to Determine School Needs:</u></b>
<b>STRENGTHS</b>		<b>DATA SOURCES</b>
5 <sup>th</sup> Grade steadily improving in ELA 2012-15; % proficient -80.3-84.7	1	iLEAP 2012-14; Parcc 2014-15
5 <sup>th</sup> Grade subgroup (black) steadily improving in ELA 2013-15; % proficient -62.1-68	2	iLEAP 2013-14; Parcc 2014-15
6 <sup>th</sup> Grade whole group steadily improving in ELA 2012-15; CRT 91.2-111.9	3	iLEAP 2012-14; Parcc 2014-15
6 <sup>th</sup> Grade subgroups (economically disadvantaged 84-92.9, white 88.8-94.4, & black 71.4-92) steadily improving in ELA 2012-15; % proficient	4	iLEAP 2012-14; Parcc 2014-15
4 <sup>th</sup> Grade subgroup (white) steadily improving ELA 2012-15; % proficient -87.9-91.2	5	iLEAP 2012-14; Parcc 2014-15

**CHALLENGES**

<b><u>1b. Results of Comprehensive Needs Assessment</u></b>		<b><u>1b. Measures used to Determine School Needs:</u></b>
<b>CHALLENGES</b>		<b>DATA SOURCES</b>
5 <sup>th</sup> grade consistently lower in all subject areas from 2012-15 compared to all grade levels.	1	iLEAP 2012-14; Parcc 2014-15
4 <sup>th</sup> grade subgroup (black) rapidly declined in Math from 2013-2015; 70.8 % proficient to 36.4 % proficient	2	iLEAP 2013-14; Parcc 2014-15
Students with disabilities achievement gap in ELA has increased steadily from 48.1-63.4 (2012-2015)	3	iLEAP 2012-14; Parcc 2014-15
PI: Parents feel that they do not understand entirely how Title I funds are used at the school. (20% did not understand)	4	Title I Parental surveys-Spring 2015
Behavioral: The number of major referrals has drastically increased from 57 – 264 over a two year period. (2013-2015)	5	jPams Discipline Data

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**GOALS**

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
<b>GOALS</b>
1 By May 2016, the Spring 2015 black subgroup of 4 <sup>th</sup> grade students will increase % proficient in Math as fifth grade students from 36.4% to 50%. (Comparison of 4 <sup>th</sup> grade to 5 <sup>th</sup> grade score-same students)
2 By May 2016, the achievement gap for our students with disabilities will decrease (ELA-whole school) from a 63.4 gap to 50.0 gap.
3 By May 2016, the Science and Social Studies CRT indexes will increase by 5 points each. Science - 84.2 – 88 and Social Studies 86.6 – 91.
4 PI: By May 2016, we will increase awareness to parents by 10% how Title I Program works as measured by parental surveys at the end of the year from 80% to 90%.
5 Behavioral: By May 2016, we will decrease the number of major discipline referrals from 264 to 212 (20% decrease).

**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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<b>4. PROFESSIONAL DEVELOPMENT:</b> Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p><b><u>PLC</u></b>  Our PLC meetings will be a key focus of professional development this year. PLC meetings occur every six weeks and are led by administration and/or teacher leaders, depending on the focus for each meeting.</p> <p>Beginning of Year ELA &amp; Math Assessments, analyze data to show areas of strengths and weaknesses – Highlight strategies (best practices) that were successful – Brainstorm with colleagues-shared to best practices</p> <p>Teacher presenters design an in-depth lesson covering multiple standards that were shown as weaknesses on the BOY assessment using Best Practices and present the lesson to their colleagues so that they can use it in their classroom.</p> <p>Analyze Social Studies and Science tests given by students. Using design team strategies rewrite test items to match design team recommendations for hierarchy of learning.</p> <p>Teachers will bring Social Studies, Science, &amp; ELA tests for future lessons to analyze and rewrite together based on a hierarchy of learning (design team principles)</p>	<p><b>10. BUDGETS</b> 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>-Refreshments  -Substitutes for teachers to attend or present PLC</p>
<p><b><u>Instructional Coach-Deborah Coronato</u></b>  Instructional Coach works with teachers to improve learning by providing instructional support through student centered coaching.</p> <ul style="list-style-type: none"> <li>-meets with teachers weekly to plan lessons</li> <li>-focus on writing and strategies to help students pull text based evidence and include it in their writing</li> <li>-meets with administration weekly to go over results</li> <li>-tracks data (pretest/posttest) &amp; helps teachers use the data to drive future instruction</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salary and Benefits for Deborah Coronato</p> <p>Copies required for activities/assessments</p>

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Professional Development Outside of PLC <ul style="list-style-type: none"> <li>•Faculty meetings for parish and state mandated trainings</li> <li>•Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED</li> <li>•After-school, before school, and district sponsored professional development</li> </ul>	<b>10. BUDGETS</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Item(s) to be purchased to support this activity:  Refreshments
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**5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:**

- Flyer highlighting successes at our school
- Video highlighting successes at our school
- Call backs will tour the school

<b>6. PARENTAL INVOLVEMENT:</b> 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"> <li>◆Parents will be a part of the <b>DESIGN</b> process by meeting to help develop a current SIP plan based on data. Sign in sheets used for documentation.</li> <li>◆Parents assist in the <b>IMPLEMENTATION</b> of the Title I plan through attendance at family events, planning meeting, and working at the events. Sign in sheets and agendas will be used for documentation.</li> <li>◆Parents will complete PI Survey to assist in the <b>EVALUATION</b> process of our Title I plan. These will, in part, be used to evaluate our PI plan and to plan for next year's plan based on results.</li> <li>◆Parents will be a part of the evaluation process at the end of the school year, meeting and reviewing the final report that evaluates the Title I program.</li> <li>◆Information about our Title I program will be on the ASMS website. Parents also will provide</li> </ul>	<b>10. BUDGETS</b> 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	Item(s) to be purchased to support this activity:  Refreshments Copies

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<p>feedback through a link on our website related to our Title I plan.</p>		
<ul style="list-style-type: none"> <li>◆ <i>Include meeting dates for the: planning, implementation, and evaluation of the:</i> <ul style="list-style-type: none"> <li>○ <i>Parent Involvement Policy/compact; March 2016</i></li> <li>○ <i>PI Plan , March 2016</i></li> <li>○ <i>School Improvement Plan. Nov/Dec. 2015</i></li> </ul> </li> <li>◆ NNPS PI Planning – Sept/October</li> <li>◆ SIP Writing meeting – November</li> <li>◆ Implementation of Plan – November – review with faculty and parents</li> <li>◆ Parent Committee Work – November</li>   <li>◆ Parents will complete PI surveys and Advanced ED surveys this year. These will, in part, be used to evaluate our PI plan and to plan for next year’s plan based on results</li> <li>◆ Parents assist in the implementation of the Title I plan through the attendance at family events, planning meeting, and working at the events. Sign in sheets and agendas will be used for documentation.</li> <li>◆ Evaluation for the Title I plan and program will include exit tickets from PI events, feedback button on website and surveys.</li> <li>◆ Parents will also be included in the final evaluation meeting held at the end of the year before it is presented to the faculty and stakeholders, March-May, 2016</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Refreshments  TeacherWeb</p>
<ul style="list-style-type: none"> <li>◆ <i>Describe how parents will receive timely information about the Title I program;</i></li> <li>◆ Parents will receive timely information about their child’s education via these communication strategies: our school website, Teacherweb, weekly newsletters from teachers, monthly newsletters from PTA, robocalls, notes home in daily agendas. Parents can also email teachers directly through school board email or teacherweb.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>TeacherWeb  Newsletters (paper &amp; Ink)</p>
<ul style="list-style-type: none"> <li>◆ <i>Describe how parents will be informed of the curriculum, assessments and proficiency levels</i></li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p><i>students are expected to meet.</i></p> <p>Meet and Greet – August  Open House – September  Test Results Parenting Night – November  Educational pamphlets – December  School Website – March (testing information and dates)  PTA Newsletter</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>Educational Paphlets  TeacherWeb  Copies &amp; Paper (PTA)</p>
<p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p> <p>Parents 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><b>10. BUDGETS</b> 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>Refreshments  TeacherWeb</p>

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<p>◆ <b><u>Describe</u></b> Parents will be encouraged throughout the year to participate in decision making processes in various ways.          Parents will be encourage to attend via phone calls, invitations and emails.</p> <p><b>LIST</b></p> <ul style="list-style-type: none"> <li>◆ SIP Committee meetings – monthly</li> <li>◆ NNPS Committee – Sept/Oct.</li> <li>◆ PTA meetings - monthly</li> <li>◆ SAT meetings – weekly</li> <li>◆ IEP meetings – weekly</li> <li>◆ Parent Conferences – daily</li> <li>◆ Parent Committee Work – November</li> <li>◆ PBIS Meetings – monthly</li> <li>◆ Secondary Intervention Meetings - monthly</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Refreshments          Paper for copies</p>
<p>◆ <b><u>Describe specific training activities (at least all 6 from Title I Application PI Plan)</u></b></p> <ul style="list-style-type: none"> <li>◆ <b>Meet &amp; Greet (August 2015)</b> Parents will meet their child’s teachers, also the parents will learn about behavioral expectations, parental involvement opportunities, and will be given an overview of Title I program and the benefits of being a Title I school</li> <li>◆ <b>Family Math Night (October 2015)</b> Parents will learn about shifts in math curriculum by participating with their child. They also will learn how to use tools to support the math curriculum.</li> <li>◆ <b>Parenting Night (November 2015)</b> Parents will learn how to interpret their child’s Parcc assessment results that they receive in order to better understand their child’s strengths and weaknesses.</li> <li>◆ <b>Family Literacy Night (January 2016)</b> Parents will learn how to better connect what they are learning at school to their real-life experiences at home. Parents will learn the importance of daily reading at school and at home.</li> <li>◆ <b>Living Timeline (February 2016)</b> Parents learn the benefits of researching skills using informational resources and oral presentations</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Refreshments          Copies          Materials/Supplies to be detailed at the time of the events.</p>

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<p>to enhance reading and language skills.</p> <p>◆ <b>Welcome Warriors (May 2016)</b> Parents that are new to ASMS (3<sup>rd</sup> grade parents) will be given a guided tour to learn and become familiar with the environment, routines, and staff. They will also learn academic expectations, enrichments, and federal programs.</p>		
<p>◆ <b><i>Home-School Communication</i></b></p> <ul style="list-style-type: none"> <li>◆ PTA newsletters</li> <li>◆ TeacherWeb</li> <li>◆ Student Agendas</li> <li>◆ Robocalls</li> <li>◆ School Website</li> <li>◆ Teacher home folders</li> <li>◆ Flyers</li> <li>◆ Email</li> <li>◆ Parent Phone Calls</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> SRCL</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"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>TEACHERWEB Paper Ink Agendas Website Fees Educational Pamphlets</p>

<p><b>7. TRANSITION:</b> What activities are in planned to transition incoming and outgoing students at your school? Be sure to list <b><i>at least one</i></b> for incoming and one for outgoing students.</p>		
<p>Incoming Students</p> <p>3<sup>rd</sup> Grade student from ASES will visit the school in May to visit and tour to school. This enables these students an opportunity to get comfortable and learn expectations for middle school</p> <p>Welcome Warriors - Parents that are new to ASMS (3<sup>rd</sup> grade parents) will be given a guided tour to learn and become familiar with the environment, routines, and staff the spring before enrollment. They will also learn academic expectations, enrichments, and federal programs. ASMS SPED teachers meet with ASES SPED teachers to discuss incoming fourth graders.</p> <p>ASMS administrators and ASES administrators collaborate regularly to discuss incoming students and concerns.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> SRCL</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"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p>Item(s) to be purchased to support this activity:</p> <p>Refreshments</p>



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<p>Students who are new to our area will meet with the school counselor to help acclimate them to the new school setting.</p>		
<p>Outgoing students</p> <p>6<sup>th</sup> Grade students – In the Spring, an informational assembly is held for 6<sup>th</sup> graders to be introduced to FJH personnel, expectations, and course offerings. Students have their questions answered by FJH teacher/administrator.</p> <p>ASMS SPED teachers and FJH SPED teachers meet to discuss new 7<sup>th</sup> grade students.</p>	<p><b>10. BUDGETS</b> 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 type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Refreshments</p>

<p><b>8. USE OF ACADEMIC ASSESSMENTS:</b> How does your school include teachers in decisions regarding the use of academic assessments?</p>		
<p><b>The fundamental question is what are the teachers expected to do with the data they have on their students:</b></p> <ul style="list-style-type: none"> <li>•Teachers are expected to participate in Professional Learning Community sessions and faculty meetings where data is discussed.</li> <li>•Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below).</li> <li>•Teachers are to use the data to develop lessons and interventions for at-risk students</li> <li>•Teachers are to PM these students to ensure interventions/lessons are addressing student needs</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Copies Ink</p>
<p>-Teachers were given PARCC data from their students last year to analyze and identify areas of strengths and weaknesses.</p> <p>-Teachers were also given PARCC data for their current students to use in their everyday planning to meet all students needs by differentiating instruction.</p>	<p><b>10. BUDGETS</b> 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>Item(s) to be purchased to support this activity:</p> <p>Copies Ink</p>

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	<input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other
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<b>9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES:</b> 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><b><u>Mental Health Providers</u></b>-(please adjust to fit your school's MHP plan)  <b>MHP:</b> Due to the transient and often unstable environments that many of Abita Springs Middle School students experience, a Mental Health Provider will work with students for 12 hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. Edward Strohmeyer will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Edward Strohmeyer will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student's situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as LEAP and iLEAP will also occur.</p>	<p><b>10. BUDGETS</b> 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 checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:          MHP Salary and Benefits-Tonja Smith and Amy Simmons</p>
<p><b><u>Positive Behavior Support (PBS) or other Social Curriculum</u></b></p> <p>PBIS program provides our students with expectations to follow during each day with goals to reach monthly. Students are encouraged with the following:          BEST program          PBIS Party monthly</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III</p>	<p>Item(s) to be purchased to support this activity:           Folders          PBIS prizes          B1 tshirts (PTA)</p>

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<p>Individual class incentives  Refreshers for student expectations  B1 program – proactive against bullying</p> <p>The PBIS Committee consists of parents, teachers, students, and administrators. They meet to discuss discipline data, update the award program, evaluate surveys, and plan for school-wide safety.</p>	<p><input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	
<p><b><u>Instructional Program Enhancements</u></b></p> <p>Push in tutors are scheduled to go into fourth and fifth grade classrooms daily to address needs to have been determined by teacher assessment data. Tutors keep a log of all students seen and data that shows each student’s progress.</p> <p>Roy Jenkins – push in tutor  Ellen Burkhardt – push in tutor</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salary and benefits for instructional paraprofessionals</p>
<p><b><u>Tutoring/Helping Hands-Push-in- Include names of timesheet personnel hired to do this program.</u></b></p> <p>ROUF tutor –Scheduled to go into fourth and fifth grade classrooms daily to address needs to have been determined by teacher assessment data. Keeps a log of all students seen and data that shows each student’s progress.</p> <p>Sandy Lipscomb</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salary and benefits for tutor from rollover money</p>
<p><b><u>Technology Resources and Personnel (include names):</u></b>  <b><u>General Technology</u></b> to increase engagement:  Activboards, Votes, Expressions, ELMO, computers, printers, laptops, document cameras</p> <p>We do have a Title I para who monitors and maintains labs, maintains inventory, supports teachers with their tech needs and lessons.</p>	<p><b>10. BUDGETS</b> 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 checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money</p>	<p>Item(s) to be purchased to support this activity:  Salary and Benefits for Rachel Winters  Computers, monitors, activboards and installation, projectors, document cameras, votes, expressions, ipods, ipads, toners</p>

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Rachel Winters – Title I Tech Para	___ Other	printers, replacement bulbs, and RAM for upgrades.
<p><b><u>Technology Interventions/Progress Monitoring</u></b>  <i>List programs and describe how students are selected and monitored for each program listed.</i></p> <p>ASMS has a computer lab that all students have access to. In this lab, our SPED students will receive specialized intervention through Fast Forward and SRA. EAGLE and AR will also be used for progress monitoring.</p> <p>Others resources:</p> <p>BrainPop – available to all students as enhancements  CoolMath – available to all students as enhancements  Accelerated Reader – available to all students</p>	<p><b>10. BUDGETS</b> 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>Brain Pop subscription  AR subscription</p>
<p><b><u>Special Education Subgroup Data</u></b>  2014-15 SWD – ELA – 23.5 % Proficient  2014-15 SWD – Math – 31.7 % Proficient</p>	<p><b>10. BUDGETS</b> 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><b><u>Special Education Program Design</u></b>  Special Education Design consists of resource classes for each grade for the subjects of ELA and Math. Inclusion exists for Science, Social Studies, and pullout classes. Special Education teachers as well as paras provide support during inclusion in Science and Social Studies.</p> <p>ASMS also has a MAE classroom, providing academic instruction to students either on a</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u>X</u> Title I  <u>X</u> GFF  ___ SRCL  ___ Title II  ___ LA4  <u>X</u> IDEA  ___ Title III  ___ Bond Money</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p>resource type setting or inclusion, depending on their behavioral needs.</p> <p>ASMS also has an RNC class with a teacher and paraprofessional, providing appropriate academic, social, behavioral support for the students in the class. One of these students is self-contained in the RNC classroom, several others have support provided in their regular education classroom or resource classroom.</p>	<p style="text-align: center;"><input type="checkbox"/> Other</p>	
<p><b><u>Curriculum Enhancements</u></b>  Field trips, instructional materials and supplies not mentioned previously in SIP</p> <p>Each grade level goes on one educational field trip that ties into their current concepts being taught related to the curriculum.</p> <p>Scholastic News – used by all students in 6<sup>th</sup> grade ELA as an enhancement to the curriculum</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p style="text-align: center;"><input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Scholastic News  Transportation for field trips  Entry fees for field trips</p>

<b>10. COORDINATION OF PROGRAMS</b>		
<ul style="list-style-type: none"> <li>•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</li> <li>•Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program.</li> <li>•Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding.</li> <li>•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.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p style="text-align: center;"><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> <ul style="list-style-type: none"> <li>•Tutoring</li> <li>•Clothing</li> <li>•School supplies</li> <li>•Field trip fees</li> <li>•Summer school fees</li> <li>•MHP services</li> <li>•Community Resource Connections</li> <li>•Meals</li> <li>•Services of the LEP para and LEP tutor</li> </ul>

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<b><u>11. HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?</u></b>		
<p>The Title I Committee meets and discusses all of the following:</p>	<p><b>10. BUDGETS</b> 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><b><u>Overall</u></b>-The school's performance on standardized test scores.</p>		
<p><b><u>Tutoring programs-</u></b>  <b>Data to be collected, responsible person, timeline for collection, process for calculation</b>            *Each year, in the spring as we get SLT results, the Title I Committee will meet to look at the following areas to track our Tutoring Program for its success rate.            *Analyzing data of those students that are part of the tutoring program. Looking to see these students move from unsatisfactory and approaching basic to basic or above.</p> <p>* The number of students who are listed on tutoring logs that improved in either the writing or math assessments or both.</p> <p>The documentation kept by our tutors will be used to determine growth, and the results from each year's assessment of student growth will help determine program eligibility. All information will be kept on file, including a final report compiled by Edward Strohmeyer and Melanie Adcox.</p>		
<p><b><u>Parental Involvement</u></b>            The parental involvement committee will meet each year to assess the PI plan. The committee</p>		

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<p>will use data from exit tickets from PI events, Title I surveys from parents, comments left on website, sign in sheets and NNPS survey to assess the prior year’s effectiveness and to plan for the following year’s activities, including a final report compiled by Edward Strohmeyer and Melanie Adcox.</p> <p>A sign in sheet will be kept for each PI committee meeting, and all supporting documentation and notes will be kept on file.</p>		
<p><b><u>MHP Evaluation Form</u></b>  Each year, the data taken from our MHP end of year documentation log will be used to monitor student growth in the areas of decreased behavioral referrals and increased grades.</p> <p>The MHP referral forms and documentation log will be kept on file as documentation of our evaluation of the program, including a final report compiled by Edward Strohmeyer and Melanie Adcox. Data will be collected from behavior reports of these students as well as grades to evaluate the increase in academic performance and decrease in discipline referrals.</p>		
<p><b><u>Professional Development</u></b></p> <p>Professional Development will focus on assessment in the areas of ELA, Math, Science, and Social Studies. Data will be collected in the beginning, middle, and end of the year, looking at readiness assessments, mid-assessment, and end of the year assessments for students. A % proficient will be determined for each class in math and ELA, comparing to % proficient on the readiness assessment that students took in September. Edward Strohmeyer and Rhonda Meyers will collect the data at the end of the school year (May) as part of reviewing teacher SLT data.</p>		

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<p>Professional development topics throughout the year is based on test data (PARCC &amp; readiness), teacher surveys, and district requirements.</p> <p>Surveys, agendas, notes from meetings, sign in sheets along with exit tickets.</p>		
<p><b><u>HOW</u></b> are the <b><u>results of the assessment REPORTED</u></b> to the <b><u>FACULTY</u></b>?</p> <p>All assessment documentation will be kept in a folder in our Title I box.</p> <p>A compiled report of all findings will also be on file to be shared with all stakeholders by administration. Faculty and staff will get a copy of this report and an oral interpretation will be given to them by administration on one of the first in-service days in August, presented by Administration.</p>	<p><b>10. BUDGETS</b> 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><b><u>HOW</u></b> are the <b><u>results of the assessment REPORTED</u></b> to the <b><u>PARENTS</u></b>?</p> <ul style="list-style-type: none"> <li>•Each year, our Title I Program will be shared with parents and guardians by administration at our initial Open House. Information regarding our Title I plan will be updated on our school website by our webmaster, which can be accessed at <a href="http://abitaspringsmiddle.stpsb.org/">http://abitaspringsmiddle.stpsb.org/</a>. There will be a feedback button where parents can leave questions, comments and concerns that we will use in planning and preparation of our budget and SIP Plan.</li> </ul>	<p><b>10. BUDGETS</b> 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>