

**Abney Early Childhood Center**  
**Grades Pre – K and Kindergarten**  
**Principal Kim Blanks**  
**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><b>1a. Results of Comprehensive Needs Assessment</b></u>		<u><b>1a. Measures used to Determine School Needs:</b></u>
<b>STRENGTHS</b>		<b>DATA SOURCES</b>
The percentage of benchmark students has increased from fall to spring for three consecutive years.	1	DIBELS historical data 2012-2015
The 3 <sup>rd</sup> grade math CRT index has increased 4.7 points from 77.0 in the 2013-14 school year to 81.7 in the 2014-15 school year.	2	School Data Analysis 2013-2015
A 37% increase of benchmark students from fall to spring occurred in 2014-15.	3	DIBELS historical data 2014-2015
The percentage of at risk students has decreased from fall to spring for 3 years.	4	DIBELS historical data 2012-2015
The percentage of benchmark students increased 10% from 27% in the spring of 2014 to 37% in the spring of 2015.	5	DIBELS historical data 2013-2015

**CHALLENGES**

<u><b>1b. Results of Comprehensive Needs Assessment</b></u>		<u><b>1b. Measures used to Determine School Needs:</b></u>
<b>CHALLENGES</b>		<b>DATA SOURCES</b>
The percentage of benchmark students in the spring has declined for three consecutive years – from 87% in the 2012-13 school year to 81% in the 2013-14 school year and down to 80% in the 2014-15 school year. This is a 7% drop.	1	DIBELS historical data 2012-2015
The school SPS index decreased 7.9 from 74.9 in the 2013-2014 school year to 67.0 in the 2014-2015 school year.	2	SPS CRT Index-School Data Analysis 2013-2015
Math in the 5 <sup>th</sup> grade has decreased for two consecutive years from 82.4 in the 2012-13 school year to 41.2 in the 2014-15 school year.	3	CRT index 2012-2015
59% of parents feel they know how the Title 1 program works at their school. 28% somewhat agreed or disagreed and 12% did not know or did not answer	4	Parent Involvement Survey Spring 2015
62% of referrals are coded as “conduct or habits/injurious to his or her associates.”	5	JPams historical data 2014-2015

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**GOALS**

<b><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></b>
<b>GOALS</b>
1 By May 2016, using the DIBELs Next assessment, the percentage of students scoring Benchmark scores will increase when compared to the 2014-15 school year.
2 By May 2016, 80% of kindergarten students will score proficient on ELA end of the year assessments.
3 By May 2016, 80% of kindergarten students will score proficient on math end of the year assessments.
4 By May 2016, increase the overall parental awareness of how the Title 1 program works at their school from 59% to 69%.
5 By May 2016, to decrease the number of referral for “conduct or habits/injurious to his or her associates” from 52% to 52%.

**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 – NA due to grade configuration

- 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>PLC</b>-(be sure to mention personnel involved in this activity, i.e. Instructional Coach, substitutes, presenters, schedules etc.)</p> <p>Teachers meet twice a month for job embedded PD. Teachers will receive information related to research based best practices related to core instruction and using data to drive instruction. Substitutes are paid by Title 1 funds. SRCL grant and Title 1 funds pay for Integrationist Bridget Smolcich, Literacy Specialists Rebecca Becnel and Tiffany Hillegass. Principal, Mrs. Smolcich, Mrs. Hillegass and Mrs. Becnel plan and coordinate all PLC professional development sessions. Data will be looked at regularly during PLC. DIBELS and BURST data will be used to form interventions and tutoring groups. Data from writing rubrics, weekly assessment, formative assessments, and quarterly summative data will be collected throughout the year and will guide teacher’s instructional and instructional strategy adjustments.</p> <p>Lead teachers with subject matter expertise will lead professional development sessions to deliver training to teachers in the effort to provide information on research based practices that can be used in the classroom to increase academic achievement.</p> <p>Judy Hankel, Technology Resource Teacher, will redeliver professional development from the parish curriculum team as necessary. This will support teachers to ensure curriculum alignment.</p> <p>Learning walks across grade levels and within grade level will be conducted quarterly. Teachers will develop focus questions for each learning walk to make it meaningful and guide the focus of the learning walks. A brief meeting will be held before and after the learning walk to introduce and debrief</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input checked="" 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>Substitutes for WFSG</p> <p>Salaries and Benefits for integrationist and interventionist</p> <p>-Paper</p> <p>-Pencils</p> <p>-Pens</p>

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on topics looked for.		
<p><i>If you have an <b>Instructional Coach</b>, describe in detail her duties and responsibilities</i></p> <p>April Johnson provides support in curriculum and instruction in the Pre- Kindergarten classes. She provides instructional modeling for teachers and follow-up and one – to – one assistance require to implement and sustain effective instructional strategies.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title II</p>	<p>Item(s) to be purchased to support this activity:  Salary and Benefits for this teacher.</p>
<p>Professional Development Outside of PLC</p> <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> <li>•Grade level meeting</li> <li>•Individual PLC meetings</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input 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>Paper</p>

**5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:**

The background paperwork is thoroughly reviewed by administration. Calls are made to references of the applicant. The applicant is provided time to discuss expectations with grade-level personnel. Positive aspects of the school are presented to the applicant. Call backs are made to those that have met the high expectations.

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<p><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.</p>		
<p>◆ <i>Describe how parents will be involved in the</i></p> <p style="padding-left: 20px;">○ <b>design,</b>  In November /December, parents were invited to attend a meeting reviewing the SIP for this year and add comments and make suggestions. In addition, at the beginning of the year, meeting are scheduled for parents to help plan the PI events at the school. In march, parents are involved in the preparation of the Title I Application for the upcoming year which included the PI Compact/Policy and the PI Plan.</p> <p style="padding-left: 20px;">○ <b>implementation</b>  Parents are invited to activities in which they receive information related to specific strategies they can use with their children.</p> <p>○ <b>evaluation of the ENTIRE TITLE I schoolwide program.</b>  Later in the school year, meetings will focus on parental input and evaluation of the overall Title I program. Parents will receive information related to Sip goals, success and reflections for the following schoolyear Parents are given surveys throughout the year to provide feedback and input.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p style="padding-left: 20px;">___ 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>◆ <i>Include meeting dates for the: planning, implementation, and evaluation of the:</i></p> <p style="padding-left: 20px;">○ <b>Parent Involvement Policy/compact;-</b> In March, a meeting will be held with parents to review the Parent Involvement Policy and if necessary, revise.</p> <p style="padding-left: 20px;">○ <b>PI Plan-</b> In March, a meeting will be held with parents to review the Parent Involvement Plan and if necessary,</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p style="padding-left: 20px;">___ <u>X</u> Title I  ___ GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper</p>

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<p>revise. At the beginning of the year, parents are then involved in the actual planning of the events.</p> <p>○<b>School Improvement Plan.</b></p> <p>A meeting in November/December will be held to review the data analysis and the writing revision of the SIP.</p> <p>Parents will be involved in the evaluation of the SIP when they are invited to attend the meeting in May where the final evaluation plan is presented to the committee prior to dissemination to the faculty and stakeholders.</p>	<p>___ Other</p>	
<p>◆<i>Describe how parents will receive timely information about the Title I program;</i></p> <p>At the beginning of the year meeting, the administration will focus on basic knowledge of how Title I works at AECC. The Title I Video will be shown and budget and policy information will be given at this time as well. Parents will receive information about the Title I program throughout the year via newsletters, flyers, and the school website. In addition, each PI event will have a Title I component included.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p>___ GFF</p> <p>___ SRCL</p> <p>___ Title II</p> <p>___ LA4</p> <p>___ IDEA</p> <p>___ Title III</p> <p>___ Bond Money</p> <p>___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper</p>
<p>◆<i>Describe how parents will be informed of the curriculum, assessments and proficiency levels students are expected to meet.</i></p> <p>Parents will be informed of the curriculum, assessments and proficiency levels students are expected to meet through parent/teacher conferences and through teacher newsletters highlighting key components of the curriculum and skills needed for weekly assessments.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I</p> <p>___ GFF</p> <p>___ SRCL</p> <p>___ Title II</p> <p>___ LA4</p> <p>___ IDEA</p> <p>___ Title III</p> <p>___ Bond Money</p> <p>___ Other</p>	<p>Item(s) to be purchased to support this activity:</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><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p>___ SRCL</p> <p>___ Title II</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies-GFF</p>

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<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.          *Elena Dieck or Frances Copeland is contacted as translators to attend SAT meetings for Spanish speaking ESL students. These translators are high quality translators having educational certification and adequate vocabulary to communicate with parents. The parent will sign permission for the translator within the school district          *ESL accommodation meetings are held with the ESL teacher, classroom teacher and parents of all ESL students.</p>	<p>___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>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><u>  X  </u> Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money  <u>  </u> Other.</p>	<p>Item(s) to be purchased to support this activity:           Membership in NNPS</p>
<p>◆ To be in compliance with Act 436, at least three meetings will be held during the school year to 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.          Open House –          February 25<sup>th</sup> -          April 22 -          *online math          *state website to see standards</p>	<p><b>10. BUDGETS</b> used to support this activity:          ___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money  <u>  </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>◆ <b>Describe</b> how parents will be encouraged to participate in decision making opportunities about their child’s education.              ○ Parents are encouraged to participate in decision making opportunities through written invitations, phone calls and/or Robocalls.</p>	<p><b>10. BUDGETS</b> used to support this activity:          ___ Title I          ___ GFF          ___ SRCL          ___ Title II  <u>  </u> LA4</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p>oParents are encourages to join and participate in PTA through a flier that is sent home.</p> <p>◆<b>List</b> specific decision-making opportunities for parents.</p> <p>o*Parents are encouraged to join and participate in PTA.</p> <p>o*SAT meetings are held every Thursday from 1:00-3:00 pm.</p> <p>oIEP meetings are held throughout the week</p> <p>oParent conferences are held before and after school and scheduled by the teacher and/or administration.</p> <p>oParent Committee Work</p>	<p>___IDEA          ___Title III          ___Bond Money          ___Other</p>	
<p><b><u>Describe specific training activities (at least all 6 from Title I Application PI Plan)</u></b></p> <p>Activities to be implemented this year will be;</p> <p><b>Meet and Greet</b> – Aug. 12<sup>th</sup> – Parents will learn to basic routines and procedures of the school year, learn about standards, assessments, growth charts and classroom expectations.</p> <p><b>Read for the Record</b> – Oct 22<sup>nd</sup> - Parents will participate in reading activities with students. They will be provided with follow up activities and strategies related to early literacy skills to do with their children at home. This activity will take place during the day and will involve all students. The purpose of this activity is to increase parental awareness on how to develop vocabulary skills, how to identify appropriate books, and how to increase comprehension skills</p> <p><b>Pumpkin</b> Paloosa – Oct 30<sup>th</sup> - Parents and students will work together on a variety of activities to reinforce basic math skills. The purpose of this activity is to increase parental awareness on foundational math skills. Parents will be</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u>  X  </u> 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>-Communication Folders          -Stipends for teachers          -Materials and supplies for activities          -Postage          -Paper          -Cardstock          -Folders          -Pen          -Pencils          -Markers          -Crayons          -Glue</p>



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<p>provided with tools to assist their child at home on skills such as patterns, one-to-one correspondence, and making sets of 10.</p> <p><b>Reading and Red Beans</b> – Feb. 26- Parents will learn about test components. Reading websites and Moby Math along with other useful resources will be given to parents to help their child to be successful this year.</p> <p><b>Nachos and Numbers</b> – April 22 - Parents and students will work together on a variety of activities including sink and float, planting, matching, understanding the water cycle, weather, and sorting. Parents will be provided with resources to take home to strengthen their child’s basic math skills.</p> <p><b>Literacy and Transition Night</b> – Parents will have the opportunity to learn strategies to engage students in print awareness, strengthen areas of print awareness, and concepts of print. Parents will attend an informational seminar to review skills to build stronger readers. Information on the new school.</p>		
<p>◆ <i>List specific Home-School Communication strategies-TEACHERWEB, Nicky’s folders, communication binders, agendas, etc.</i></p> <p>*Communication folders are transferred daily between teachers and parents. Copies formatted for dates and back and forth conversations are readily available as used.</p> <p>*Binders are organized for papers to stay home or be returned to school.</p> <p>*monthly newsletters</p> <p>*Teachers keep up to date websites with specific information for their students.</p> <p>*School Website contains _____</p> <p>*Online math information is available through the ed connect website. Parents have access to the student edition of the math book.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>TEACHERWEB</p> <p>Paper</p> <p>Folders</p> <p>Binders</p>

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<p><b>7. TRANSITION:</b> 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"> <li>◆ Conduct a parent information meeting at head start for incoming students.</li> <li>◆ A parent orientation is conducted yearly to assist with the transition of students coming from PreK to Kindergarten.</li> <li>◆ Once a nine weeks parent orientation meetings are held for students transitioning into school after the start of the school year.</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> <p>There are no expenses associated with these activities.</p>
<p>Outgoing students</p> <p>The children of Abney Early Childhood Center share a cafeteria and gym with Abney Elementary. Students arrive and dismiss at the Elementary each morning and afternoon. Abney Early Childhood students attend P.E. and Music at the elementary as well. Some of the kindergarten students attend the after-school program on the elementary campus. The children are familiar with the physical layout of the school. Each May the kindergarten children take a tour of the first grade wing and visit each first grade classroom.</p> <p>Collaboration between Abney Early Childhood’s principal and the Special Education Coordinator and teachers of Abney Elementary take place quarterly to ensure a smooth transition for all special education students.</p> <p>At the end of the 2015-16 school year there are plans for the elementary Principal to meet with the children and their parents to welcome them and talk about first grade curriculum and expectations.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u>  X  </u> 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>Postage (in revision)</p>

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<b>8. USE OF ACADEMIC ASSESSMENTS:</b> How does your school include teachers in decisions regarding the use of academic assessments?		
<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 using the BURST program.</li> <li>•Every 10 days, teachers are to PM these students to ensure interventions/lessons are addressing student needs. Students are regrouped based on the data and new intervention plans are created using the BURST program.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input checked="" 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>Ipads  Tutors  Instructional Materials  -Composition Books  -Sentence Strips  -glue  -pencils  -markers  -crayons  -Playdough</p>

<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 Abney Elementary Early Childhood Center students experience, a Mental Health Provider will work with students for 7 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</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 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>MHP Salary and Benefits</p>

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<p>varying amounts of time depending on need. The administration (Kimberly Blanks) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Kimberly Blanks 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><u>Positive Behavior Support (PBS) or other Social Curriculum</u></b>          *Positive Behavior Support will be used to increase social skills amongst students.          *Anti bullying will be used by the counselor to educate students on positive interactions with peers.          *Conscientious Discipline and Second Steps social skills curriculum are used in the Pre K classrooms.          *Students will be recommended by their teacher for social skill groups conducted by the counselor. These skill lessons will target friendship, anger management, and compliance.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input 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><b><u>Instructional Program Enhancements</u></b>  <i>Where applicable discuss how your <b>salaried Title I Teachers and Paraprofessionals(Include names)</b> are used to improve the academic performance of lower achieving students (do not include tech paras, CSR teacher or timesheet personnel)</i>          Val Hatch Jones, Title 1 full time instructional Aide, services students identified as at risk based on DIBLES assessment and teacher based assessments. She performs literacy interventions with each identified student.  <b><i>Interventionist name and description goes here</i></b>          Literacy Integration Specialist Bridget Smolcich and Literacy Specialists Tiffany Hillegass and Rebecca Becnel will facilitate professional development on current literacy best practices for all teachers. They will also conduct guided reading lessons, BURT groups and small group instruction.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input checked="" 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:           Salaries and benefits for kindergarten instructional aide.           Salary and benefits for SRCL personnel and Ms. Hatch-Jones.</p>

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<p><b><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u></b>  <i>1-How students are identified</i>  <i>2-How students are progress monitored</i>  <i>3-How is the tutoring program evaluated</i></p> <p>Val Hatch-Jones provides support to through small group instruction to students in need of additional support in early literacy learning that are identified through DIBELS assessments and teacher observations receive Burst Interventions and Researched Based Interventions determined by our Literacy Integration Specialist, Bridget Smolcich. Students are progressed monitored every day 10 days. The tutoring program is evaluated based on DIBELS data and a review of student progress</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input checked="" 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:  Salaries and benefits for para    -Folders  -Composition books  -Markers  -Dry Erase Markers  -Crayons  -Pencils</p>
<p><b><u>Tutoring/Helping Hands-Push-in- Include names of timesheet personnel hired to do this program.</u></b>  <i>1-How students are identified</i>  <i>2-How students are progress monitored</i>  <i>3-How is the tutoring program evaluated –</i>  Helping Hands, Wende Roy, Kemba Jones, Gay Cassino and Lisa Simmons, provide in class support to students that were identified through SAT, DIBELS data, and TAT. Students are broken into groups based on needed skills. Helping hands assist students in deficit areas during literacy work stations in the classroom. Helping Hands complete a checklist of acquired skills every two week to track progress and effectiveness of program.</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:  Salaries and benefits for helping hands tutors    Folders  -Composition books  -Markers  -Dry Erase Markers  -Crayons  -Pencils</p>
<p><b><u>Technology Resources and Personnel (include names):</u></b>  <b><u>General Technology</u></b> to increase engagement:  Activboards, Votes, Expressions, ipods, computers, printers, laptops, projectors  To increase engagement for our students we purchased and utilized Activboards, Votes, Expressions, ipods, computers, printers, laptops, itouches, ipads, ink and toner.    Each classroom is equipped with an activboard, projector, teacher computer, printer, document</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 checked="" 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:  Computers, monitors, activboards and installation, projectors, document cameras, votes, expressions, ipods, ipads, toners printers, replacement bulbs, and RAM for upgrades.</p>

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<p>cameras, ipods and student computers. These technology resources enable efficient planning and high quality lessons keeping students engaged. Teachers are encouraged to involve students in the use of the technology.</p>		
<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>  Throughout the year students receive benchmark assessment and are identified as needing prescribed interventions through the use of technology.</p> <p>BURST Technology is used to group these students according to their needs and technology programs create a 10 day lesson plan for intervention  Students are also progressed monitoring using 100% technology.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input checked="" 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>Ipads,  Computers  Ipods  BURST Software and  KITS as needed</p>
<p><b><u>Special Education Subgroup Data</u></b></p> <p>Students with Disabilities subgroup data includes information from grades 1-3 at Abney elementary  ELA-33.0% proficient which is an 8.6% drop form 2014  Math-23.3% Proficient which is a 42.2% decrease from 2014</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input 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><b><u>Special Education Program Design</u></b></p> <p>We have an inclusion room at the kindergarten level with a SPED teacher and regulated. Teacher in one classroom.  There are two PEI classrooms for the pre-k students.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input 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:  Excess personnel to cover the special needs of the SPED students.</p>

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<p><b><u>Curriculum Enhancements</u></b>  <i>Field trips, instructional materials and supplies not mentioned previously in SIP</i></p> <p>Classroom Supplies  White boards are used during work on writing and word works which are components of our literacy work stations. The students use them to practice early writing skills, reinforce high frequency word skills, and to play educational games with their peers. The boards are also used as a global assessment tool for teachers.</p>	<p><b>10. BUDGETS</b> used to support this activity:</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>-Dry Erase Markers  -Dry Erase Sentence Strips</p>
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<p><b>10. COORDINATION OF PROGRAMS</b></p>		
<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> <li>•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.</li> </ul>	<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 checked="" type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input checked="" 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> <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:  <u><b>For each section below , be sure to include:</b></u></p> <ul style="list-style-type: none"> <li>◆ <i>what data will be collected,</i></li> <li>◆ <i>who is responsible for collecting the data,</i></li> <li>◆ <i>when will it be collected,</i></li> <li>◆ <i>how will it be manipulated and</i></li> <li>◆ <i>who will write the final report.</i></li> <li>•</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input checked="" 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><b><u>Overall</u></b>-The school’s performance on standardized test scores/ DIBELS scores</p>		
<p><b><u>Tutoring programs</u></b>-  Three times a year DIBELS data will be reviewed to analyze how many students within tutoring programs have moved from at-risk or some-risk to benchmark. By May 2016 80% of the students entering the tutoring program will have exited the program at 80% proficiency in early literacy skills. Judy Hankel will look at year to date data on DIBELS using data analysis. Red/Yellow/Green students will be identified. Every 10 days students in the tutoring program will be progress monitored by the teachers to determine growth and to evaluate the effectiveness of the tutoring program. Teachers will analyze the results of this data during grade level and PLCs meeting. Adjustments to tutoring groups will be made based on this data.</p>		
<p><b><u>Helping Hands Program</u></b>  BOY, MOY and EOY data will be collected for each student in the Helping Hands program (currently in the program or at one point in time during the year and exited).  Each student who is at Benchmark EOY will receive a 1. Those not achieving Benchmark, will receive a 0. The points will be totaled and</p>		



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<p>divided by the total number of students in the program. By the end of the 2015-2016 school year 80% of students receiving support from Helping Hands tutors will score benchmark on the DIBELS assessment. Administrator and Literacy Integrationist will collaborate May 2016 to analyze the data and report findings</p>		
<p><b><u>Parental Involvement</u></b></p> <p>By May 2016 the Title 1 parenting committee will meet to evaluate the tickets-out the door for the events held during the school year. Committee will determine activities to add/delete in the effort to ensure activities held increases student academic success</p> <p>After each parental involvement activity the parenting committee will meet within one week to evaluate attendance numbers at events and determine the successes and failures of event to make future adjustments.</p> <p>During the yearly meetings scheduled in Nov, Jan, and March. The Title 1 school Committee and the Title 1 parenting committee will review the Title 1 Parent Survey Results along with the NNPS plan and Survey information.      The report will be written by the TRT with the help of the committee. This report will be submitted to Mrs. Blanks by the beginning of May.</p>		
<p><b><u>MHP Evaluation Form</u></b>  <b>Data to be collected, responsible person, timeline for collection, process for calculation</b></p> <p>The MHP will prepare a spreadsheet of students receiving ongoing services through the program. For those students, the number of referrals for “conduct or habits/injurious to his or her associates” will be counted by the TRT and entered on the spreadsheet for each nine weeks. The data will be</p>		

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<p>quantified as follows: Those students showing a decreasing trend in the number of referrals will be given a “1”. Those who experience an increase in the number of referral by nine weeks or whose referral numbers remain constant, will get a “0”. The total number of points will be divided by the number of students on the list.</p> <p>The goal by May 2016 is for 50% of students placed with the MHP to show a decrease in the number of referrals for “conduct or habits/injurious to his or her associates.”</p> <p>In addition, the referrals for “conduct or habits/injurious to his or her associates” for the entire school will be counted by the TRT and compared to last year’s numbers to determine the amount of improvement, if any.</p> <p>The results of these analyses will be presented to the principal after the third nine weeks marking period.</p>		
<p><b><u>Professional Development</u></b>  <b>Data to be collected, responsible person, timeline for collection, process for calculation</b>  Minutes from all meetings should be taken and filed so a formal evaluation report can be written. All meetings must have agendas and sign-in sheets.</p> <p>The Professional Development program will be evaluated by comparing the beginning of the year SLTs to the end of the year SLTs. This will be collected by the teachers and principal. The professional development program will be evaluated by the percentage of teachers who reach a 3 or 4 rating on their end of the year SLTs. 80% of teachers reaching a proficient or higher (3 or 4) will be used to determine in the program is considered a success. Report is due to the principal by May 2015.</p>		

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<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>The final evaluation results will be presented to the entire faculty at the last faculty meeting of the school year by Mrs. Blanks. A PowerPoint will be prepared for this purpose.</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> <p>Mrs. Blanks will report the results of the final evaluation to the parents at the first parent meeting of the year using the PowerPoint used with the staff. This PowerPoint will be shown immediately after the Title I DVD is shown.</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>