

Abney Elementary School
1st-5th
Stephanie Jackson
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>1a. Results of Comprehensive Needs Assessment</u>		<u>1a. Measures used to Determine School Needs:</u>
STRENGTHS		DATA SOURCES
4th grade performance is a relative strength in ELA compared to grades 3 and 5 having the highest index scores 83	1	CRT index scores for LEAP data (09-14) and ILEAP (09-14) and PARCC data (15)
White subgroup for Grade 4 has steadily increased for the last three years in ELA; 2013 – 81.9 →2014 - 82.4 → 2015 - 87.3	2	Analysis of Subgroup Trend Data as per CRT index scores, 2013-15
3rd grade performance in Math as a WS has increased dramatically in the last year; 2014 77.0 →2015 81.7	3	CRT index scores, 2014-2015
3rd grade performance in Social Studies as a WS has increased for the last two years; 2013-67.4 →2014-68.3 →2015- 68.5	4	CRT index scores, 2013-2015
Over the past two consecutive school years (2013-14 & 2014-15), Second Grade has a higher % at benchmark in spring rather than in fall. 2013-14 →from 59%-72%; 2014-15 → 60%-69%	5	DIBELs Benchmark Data 13-15

CHALLENGES

<u>1b. Results of Comprehensive Needs Assessment</u>		<u>1b. Measures used to Determine School Needs:</u>
CHALLENGES		DATA SOURCES
Math is a school-wide weakness in our subgroup areas. 16 out of 24 subgroups (66%) of grade 3-5 for the school year 2014-2015 had the lowest scores they have had in the last two years.	1	CRT index scores PARCC data (15)
5 th grade performance for 2014-2015 decreased dramatically going from 73.2 to 41.2	2	CRT index scores of PARCC data (15)
From 09-15 subgroup SWD has the lowest % proficient in ELA	3	Analysis of subgroup performance 09-15
PI 14-15 Parents wanted a variety of times for Parental Involvement Opportunities. 25.6% of the parents did not find the time PI events were held to be convenient.	4	Title One Parental Survey, 2015

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Behavioral Grade 4 has had an increase in suspensions in the last 3 years. From 12-13 to 13-14 4 th grade went from 19/7.9% to 17/8.3%. The total number went down, but the % increased because they had less students. Then from 13-14 to 14-15 they went from 17/8.3% to 26/12.4%.	5	JPAMS discipline data 2013-2015
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GOALS

<u>Ic. Goals based upon Challenges and/or Maintaining Strengths</u>
GOALS
1•By May of 2016, we will increase our SWD subgroup ELA performance score on ELA state testing by 10 points from 33 to 43 through RTI Interventions (SRA, Burst, Rewards) and through implementation of their IEP as evidenced by the 2016 state assessment test.
2•By May 2016 Abney will increase its CRT Math index WS scores on state testing (problem solving, computation, etc.) by 10 points from 55.4 to 65.4 by increasing small group instruction within the classroom setting, providing additional support during Math time, and providing afterschool tutoring. IEP as evidenced by the 2016 state assessment test.
3 By May 2016 5 th grade Math will increase its CRT Math index scores on state testing in Math (problem solving, computation, etc.) by 20 points from 41.2 to 61.2 by using learning walks from curriculum specialist to identify instructional strategy deficiencies and create an action plan to increase this academic achievement as evidenced by the 2016 state assessment test.
4 PI: By May 2016, we will increase the overall parent attendance of the Title I program activities and opportunities for parents to be involved for evaluation from 6.9% to 16.9% as evidenced by responses from the 2016 TITLE I Parent Survey.
5 Behavioral: By May 2016, the school will experience a decrease in discipline referrals from 29% to 15% of the students currently working with an MHP as evidence by JPAMS discipline data.

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 99%

- 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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4. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p>PLC-(be sure to mention personnel involved in this activity, i.e. Instructional Coach, substitutes, presenters, schedules etc.) Highly Qualified teachers will meet weekly for 120 minutes in grade level groups to engage in professional development related to implemented effective teaching practices. These grade level groups will be led by integration specialist, Wendy Stein, Grade Level Chairs, Donna Boyett, Virginia Pansano, Noor Mehr, Marcella Duffey, and Shaneika Merrill. The administration team will also be included, Stephanie Jackson, Lesa Paille and Diana Troyer. Literacy Integrationist, Wendy Stein, and the Literacy Interventionists, Jeri Lowe, Raquel Davis, and Felicia Bridges will participate with ongoing professional development on current literacy best practices. The Leadership Team which includes administration, grade level chairs and the integrationist, will meet once a week to develop and monitor specific application of new knowledge for effectiveness and implementation</p>	<p>10. BUDGETS 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 checked="" type="checkbox"/> Other <u>(District Funds)</u></p>	<p>Item(s) to be purchased to support this activity: Salary and Benefits for integrationists and interventionists. Salary and Benefits for Substitutes for PLC meetings</p>
<p>If you have an Instructional Coach, describe in detail her duties and responsibilities Holly Moore is our Instructional Coach. Her job is to support the SRCL Literacy Team; instructional coaching with teacher(s); support for 2nd & 3rd PLC meetings</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 Holly Moore paid by the district</p>
<p>Professional Development Outside of PLC</p> <ul style="list-style-type: none"> •Faculty meetings for parish and state mandated trainings •Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED •After-school, before school, and district sponsored professional development •LACUE 	<p>10. BUDGETS 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: Funding for Teacher to attend Lacue</p>

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5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:		
<p>Abney Elementary provides refreshments, pictures, school memorabilia, and friendly staff during Job Fair to attract prospective, highly qualified teachers to our school. We also inform our prospective teachers that since we are a Title 1 school, each classroom is equipped with various technological devices to support learning.</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>

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 <i>design</i> by being part of our Title 1 committee and helping design the activities along with other programs used through our Title I program. • They also participate with the <i>implementation</i> of things done at our school by working on committees, set-up and take down events, by attending the activities and coming back to the meeting to <i>evaluate</i> the activities and what could be changed and what worked well using a Ticket out the door. • We will also have a parent representing our parents at the evaluation meeting of our SIP plan. • This parent takes surveys throughout the year from parents and uses that to go towards the parental involvement piece of our evaluation. 	<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>

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<p>Meeting dates with our committee will be conducted once a quarter or more frequently if needed for planning, implementation and evaluation of <i>PI Policy, (March 2016)</i> <i>PI Plan (March 2016) and</i> <i>SIP(November 2015).</i></p>	<p>10. BUDGETS 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>Parents will receive timely information about The Title I program by reviewing the information given on our website as well as at Meet and Greet. We have an end of the year meeting with our Title I committee to discuss the upcoming year. After this meeting, the information is disseminated to our parents through our website and Facebook site.</p> <p>The Title I DVD is used at Meet and Greet night along with being put on the school’s website.</p>	<p>10. BUDGETS 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>They will be informed of the curriculum, assessments and proficiency levels students are expected to meet; by attending conference night with their teacher along with open communication with administration and staff.</p> <p>The curriculum and state tests will be addressed at our Reading and Red Beans during one of the mini seminars.</p>	<p>10. BUDGETS 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>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: Printing supplies-GFF Postage-</p>

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<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: 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. ◆ (Meet and Greet Night, Open House, Conference Night, Transition Night)</p>	<p>10. BUDGETS 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><u>Decision Making Opportunities for Parents:</u> Parents are encouraged to participate through personal invitations, emails and phone calls. SAT (Student Assistance Team) Meetings- Meet every Thursday from 8:30-11:30 IEP Meetings- Meetings will be held on Thursdays from 12:00-3:00 Parent Conferences- Conferences are held before and after school and scheduled by the teacher and/or administration Parent Committee Work- parents find out about these committees through our PTA who is actively involved at school and inform parents through the website and Facebook. School Website- updated daily with information to inform parents about school Exit Tickets at events- giving feedback about what will be used and changed for the following events.</p>	<p>10. BUDGETS 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>

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<p>◆ <u>Describe specific training activities (at least all 6 from Title I Application PI Plan)</u></p> <p>a. <u>Meet and Greet Night</u>- provides parents with basic information about instructional programs and expectations</p> <p>b. <u>Read for the Record</u> Parents will participate in the Reading for the Record Campaign at our school on October 22, 2015. They will leave with a literacy packet that goes along with the book “Not Norman” to continue to promote literacy at home.</p> <p>c. <u>Reading for Red Beans</u> -Students and their families go into various places on campus for a variety of shared reading experiences. -Parents will also go to stations of their choice teaching them about DIBELS, standardized assessments, and Early Literacy Strategies. -Students receive a book from the Great Book Give away to go home and read with their family. -Have family dinner in the cafeteria</p> <p>d. <u>Parent Teacher Conferences</u>-held in the Fall to set academic and social goals for all students.</p> <p>e. <u>Read Across Abney</u>- Families attend an informational seminar involving literacy skills, guest readers in each class throughout the day, celebrate Dr. Seuss’s birthday, Great Book give way, and participate in Accelerated Reader Read Across America</p> <p>f. <u>Math Nights</u> – Parents are invited to attend Math Night at Winn Dixie and learn ways that they can teach math with their child through a variety of different ways such as estimation, measurement, etc.</p> <p>g. <u>Transition Night</u>- in the spring the Kindergarten students will visit for grade which will help to make the idea of coming to school on the larger Abney campus more concrete.</p>	<p>10. BUDGETS 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 activity:</p> <p>-Teacher</p> <p>-Materials for parent activities</p> <p>300.00 Postage for Meet and Greet Night.</p> <p>1500.00 spent on stipends and benefits to for Meet and Greet night along with transition night.</p> <p>200.00 Meet and Greet Night - invitations</p>
<p>Communication Strategies:</p> <p>◆ Teacher Web</p> <p>◆ Agendas for 3rd-5th</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p>	<p>Item(s) to be purchased to support this strategy/activity:</p>

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<ul style="list-style-type: none"> ◆ School Website ◆ Weekly newsletters sent home from teacher with school events and information 	<ul style="list-style-type: none"> ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other 	<ul style="list-style-type: none"> -Purchase of Agendas for 3rd-5th grade -Purchase of Teacher Web for every teacher. -TeacherWeb
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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 Transition Night- in the spring the Kindergarten students will visit first grade which will help to make the idea of coming to school on the larger Abney campus more concrete.</p> <p>For every 9 weeks there is a parent orientation for students that have arrived during the previous quarter.</p>	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> ___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other 	<p>Item(s) to be purchased to support this activity:</p>
<p>Outgoing students St. Tammany Jr. High 5th grade field trip- STJH will present students with information about schedule electives, managing the change to a 7 period day with different teachers, behavior expectations.</p>	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> ___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other 	<p>Item(s) to be purchased to support this activity:</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 working in providing the best possible outcome for every child. •BURST will be used in grades 1st-3rd to provide differentiated interventions based upon need. Based on the data provided by DIBELS, teachers are to implement Burst Reading intervention with fidelity within their classrooms with their DIBELS identified strategic and intensive students. Students that have been screened using TOWRE and ORF and found to be functioning below level are enrolled in ISTEPP. Interventions provided address deficits in fluency and decoding. Data is shared with homeroom teachers concerning their intervention students. Based upon data, teachers will use information provided to guide instruction. 	<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>

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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) MHP: Due to the transient and often unstable environments that many of Abney 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 (Stephanie Jackson, Lesa Paille and Diana Troyer) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Stephanie Jackson, Lesa Paille, and Diana Troyer 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>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 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</p>
<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u> Positive Behavior Support (PBS) or other Social Curriculum- An anti-bullying curriculum will be used along with other activities to further social interaction and positive behavior. There will be a daily televised Morning Meeting to deal with positive behavior. We have a Random Act of Kindness Club that was formed to provide students with opportunities to demonstrate positive behavior.</p>	<p>10. BUDGETS 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>

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<p><u>Instructional Program Enhancements</u> Literacy Interventionists, Jeri Lowe, Raquel Davis, and Felicia Bridges will participate with ongoing professional development on current literacy best practices and conduct progress monitoring and BURST interventions.</p> <p>Our Title I paraprofessionals, Gloria Motton and Marilyn Tate serve the students at our school by pulling students at risk to perform interventions with literacy and math.</p> <p>The data that was collected from PARCC results for Math and ELA, SLT data for Math and ELA, and students currently in SAT was used to target students that need additional support during their Math and ELA block.</p> <p>Students’ progress monitored through their mid-year SLTs for both subjects along with informal/formal observations.</p> <p>Teachers evaluate the data during their PLC’s. Grades 1st-5th.</p>	<p>10. BUDGETS 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>Salary and benefits for Interventionists from Title 1 money.</p> <p>-Salary and Benefits for ROUF tutor -Salary and Benefits for Title I paraprofessionals.</p>
<p><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u> Student who need additional assistance will participate in one or more programs designed to provide added support including BURST(1st-3rd), REWARDS(4th-5th), SRA(4th-5th), Fast Forward and Reflex Math(Sped Students), Moby Math (1st-5th). In addition to tutoring during the day, students in 3rd-5th grade are given the opportunity to get tutored after school and also on Saturdays using Achieve 3000 and Progress. Students are tested at the beginning of the year through DIBELS and ISTEPP to see if they are in need of interventions. Students’ progress is monitored online through data and graphs. At the end of the year, we review students that participated in interventions to see if it enhanced their test scores. Students are progress monitored every two weeks to see if the intervention provided is effective. These students are pulled out by Laurie Blasini, a certified tutor and given the interventions with the identified “at-</p>	<p>10. BUDGETS 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>-Salary and Benefits for Laurie Blasini</p> <p>-Stipends for after school and Saturday tutoring</p>

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<p>risk” students.</p> <p><u>Tutoring/Helping Hands-Push-in- Include names of timesheet personnel hired to do this program.</u></p> <p>Gloria Motton and Marilyn Tate are Title One tutors who push in for classroom support. The data that was collected from PARCC results, SLT data, and students currently in SAT was used to target students that need additional support during their Math block. The data that was collected from PARCC results for Math and ELA, SLT data for Math and ELA, and students currently in SAT was used to target students that need additional support during their Math and ELA block. Students’ progress monitored through their mid-year SLTs for both subjects along with informal/formal observations. Teachers evaluate the data during their PLC’s. Grades 1st-5th.</p>	<p>10. BUDGETS 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 activity:</p> <p>-Salary and Benefits for ROUF tutor</p> <p>-Salary and Benefits for Title I paraprofessionals.</p>
<p><u>Technology Resources and Personnel (include names):</u></p> <p>General Technology To increase engagement with students we purchase and use Activboards, Votes, Expressions, iPods, computers, printers, laptops, Activboards, Votes, Expressions, iPods, computers, printers, ink, laptops, etc. Student will use a variety of technological resources included classroom computers, laptops, promethean boards, iPads, document cameras, as well as resources such as Brain pop. Christie Walcott, our computer lab teacher who is paid by Title One will conduct computer classes to enhance student technology experience.</p>	<p>10. BUDGETS 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 activity:</p> <p>Computers, monitors, Activboards and installation, projectors, document cameras, votes, expressions, iPods, iPads, toners printers, replacement bulbs, and RAM for upgrades. Salary and benefits for Christie Walcott</p> <p>BrainPop</p>
<p><u>Technology Interventions/Progress Monitoring</u></p> <p>Students will improve their reading level through AR and STAR testing. Student placement and progress will be monitored by computer lab teacher or classroom teacher which are both highly qualified.</p>	<p>10. BUDGETS 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>Item(s) to be purchased to support this activity:</p> <p>Purchase of the program Moby Max</p>

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<p>- Students will improve their math level through programs called Moby Math, Progress, and Reflex Math (SPED). Student placement and progress are monitored by classroom teacher who is highly qualified.</p> <p>Students will be tested in the beginning of the year and receive interventions with BURST, SRA, Rewards and also Moby Math, Progress, and Reflex Math (SPED). All interventions track the information inputted in the system and create graphs to allow for analysis.</p>	<p><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>Renaissance Learning Reflex Math BURST</p>
<p><u>Special Education Subgroup Data</u></p> <p>ELA proficiency data for Students with Disabilities are as follows for 2013-2015 - Whole School - 52.7%, 41.6%, 33.0%. 3rd Grade ELA 48.6, 30.3, 25.0 4th Grade ELA 55.3, 59.3, 37.0 5th Grade ELA 55.0, 37.9, 34.5</p> <p>Math proficiency data for Students with Disabilities are as follows for 2013-2015 – Whole School – 64.1, 65.5, 23.3 3rd Grade Math 60.0, 36.4, 32.1 4th Grade Math 68.4, 75.0, 17.4 5th Grade Math 63.2, 90.0, 24.1</p>	<p>10. BUDGETS 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><u>Special Education Program Design</u></p> <p>Due to the academic need of students with disabilities at our school, we have elected to revise our special education program and support students in the general education curriculum by providing additional support to lessen the pupil to teacher ratio, provide additional Tier II interventions inside the classroom, and increasing instructional minutes, if needed, in the IEP.</p> <p>Currently we have a Mild/Moderate classroom that is self-contained, a RNC classroom with 5 students that is self-contained and then 5 resource classrooms with a push in para support for students that are included in the regular ed setting.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input 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: SPED instructional paraprofessionals</p>

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<p><u>Classroom Size Reduction Teachers</u> (if applicable)</p> <p>Jessica Posecai-Flores is the 5th grade classroom size reduction teacher to improve student performance. The classroom size reduction teacher was assigned to our school through the SPS score. Due to the 206 students currently enrolled in 5th grade, the classroom reduction teacher is especially important for the 2015-16 school year.</p> <p>Her presence in this grade reduces teacher /pupil ratio from 34 students per classroom without her to 29 with her.</p>	<p>10. BUDGETS 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>- Salary and Benefits for Classroom Size Reduction Teacher</p>
<p><u>Curriculum Enhancements</u></p> <p>Substitutes are provided three times a year to allow for teachers to DIBELs assess all students in the school grades 1st-3rd. This assessment helps us find us students who are at risk and in need of interventions.</p>	<p>10. BUDGETS 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>Sub salary and benefits</p>

<p>10. COORDINATION OF PROGRAMS</p>		
<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 	<p>10. BUDGETS 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> <ul style="list-style-type: none"> •Tutoring •Clothing •School supplies •Field trip fees •Summer school fees •MHP services •Community Resource Connections •Meals

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<p>Title III.</p> <ul style="list-style-type: none"> •Students in participating schools are entitled to attend 21st Century programs in the afternoons. 		<ul style="list-style-type: none"> •Services of the LEP para and LEP tutor
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<u>11. HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?</u>		
<p>The Title I Committee meets and discusses all of the following:</p>	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> ___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other 	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Overall</u>-The school's performance on standardized test scores/ DIBELS scores</p>		
<p><u>Tutoring programs-</u></p> <p>Blasini Students—Progress monitoring data (DIBELS) is collected approximately every two weeks on the students she is teaching Burst instruction to. This data is collected by the literacy intervention team. All students are benchmark assessed (DIBELS) three times a year.</p> <p>Tate, and Motton—SRA—6 mastery test embedded in program. They do these assessments. Literacy team does a DIBELS Reading Fluency assessment every 6 weeks on all intervention students. Students who are in the iSteep system get assessed either 2 (fluency intervention) or 4 (comprehension intervention) weeks depending on their classification in the system.</p>		

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<p><u>Moby Math Evaluation</u>- The data collected from Moby Math will be on every student in the school participating in the program. With this program at the end of the year we can see where the student initially were and what their learning velocity was throughout the year. We will also be able to see how long Moby Math was in use and their engagement. Mrs. Troyer collects the data from the Moby Math website in a report and the report is distributed to our Leadership team as well as our Title I committee. Mrs. Troyer will evaluate the data with the input of the Leadership team and Title I committee and write the report in May 2016. Success is considered if a student has increased their overall grade level ability by 30%. The calculation is done through the Moby Math company and shows students growth from beginning to ending of the year.</p> <p><u>Burst and SRA Evaluation</u> Before the beginning of the 3rd weeks, Literacy Team will create a data sheets with students before and after using their intervention scores who are participating in BURST, Rewards, and SRA to see what students continue to fall below Core and if intervention should be continued. Success of the intervention is to see if the students have reached Core for their grade level as evident by Benchmark assessments, TOWRE assessments, Grade Level ORF or intervention exit assessments when available. Mrs. Wendy Stein will write a final report due May 2016.</p> <p><u>After school and Saturday Tutoring Evaluation</u>- After School and Saturday tutoring will be evaluated at the end of the year using beginning and end of the year placement test in Moby Max and Achieve 3,000 to see if tutoring made a difference for them. This will allow us to make decisions on when and why tutoring should continue or not continue for the following year. The after school committee will write the final report by the end of</p>		
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the school year in May 2016.		
<p><u>Parental Involvement</u></p> <ul style="list-style-type: none"> •Parenting committee will evaluate attendance numbers at events to see what time/topics draw the largest groups of parents. The report will be written by the Title I committee by the end of the school year. •The Title I School Committee and/or the Title I parenting Committee will review the Title I Parent Survey results •Review the NNPS plan <p>After each Parental involvement activity, the Title I and Parent Committee will look through the “exit tickets” to see what needs improvement and what we did well. When we receive Parent Survey results in April we will meet as a committee to see how to mold our 2016-2017 program. Our challenge is about parent problems with the time of events. Currently we are working on adjusting the times of events to make the earlier in the day for some of them. The data will be shown in our survey when the amount of people that found the time convenient or not decreases.</p>		
<p><u>MHP Evaluation Form</u></p> <p>Each student who receives services from the MHP will be entered onto a spreadsheet. The student’s beginning academic scores, attendance information and number of referrals will be noted. At the end of the year the RHT will enter the end of year data onto the spreadsheet in all three areas and determine if the student improved, stayed the same or declined. She will calculate the total number of students involved in the program, the percentage of students who improved, stayed the same and declined and report the findings in writing to the principal by the end of May 2016.</p>		

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<p><u>Professional Development:</u></p> <ul style="list-style-type: none"> Professional development activities at your school translate into student academic success through teachers gaining new learning to best practices to teach their students. <p>In May 2016 at the last faculty meeting, teachers will communicate with administration pros/cons of the professional development offered to them that year. Using teachers' SLT data and Benchmark assessments, the school will measure the effectiveness of the professional development (PD) program by measuring the increase in Core students from BOY to EOY and if teachers are meeting their Student Learning Targets (SLT) goals.</p>		
<p><u>HOW are the results of the assessment REPORTED to the FACULTY?</u></p> <p>The results of the annual evaluation will be reported at final faculty meeting to the teachers and staff by administration and the evaluators of each component.</p> <p>During the last faculty meeting we will analyze The previous year's testing data</p> <p>For example, at the beginning of the year our tutors were working on Reading with our students.</p> <p>Since the scores came back in October it was determined that Title I tutors will switch to work in the area of Math with a focus on all subjects. Our Title I tutoring program has been restructured to meet this need.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>HOW are the results of the assessment REPORTED to the PARENTS?</u></p> <p>The results of the annual evaluation will be reported to our parents through our website with a link to the results. Administration is responsible to make this happen and it will occur at the end of the year after the results have been given to our faculty and staff.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>