

**2017-2018  
SCHOOL IMPROVEMENT PLAN**

**Abita Springs Middle**



**St. Tammany Parish Public Schools**

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

**1. COMPREHENSIVE NEEDS ASSESSMENT**

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

STRENGTHS	WEAKNESSES
No noted strength in the CRT Assessment Index for the past three years. There has been a decrease each year for the past three years.	For the 2016-17 school year, the CRT Assessment Index dropped 6.4 points from 93.6 to 87.2,
5th Grade ELA increased 8.4 points in 2016-17 along with 5th Grade Math increased steadily over the past two years from a 87.7 in 2014-15 to a 91.6 in 2016-17.	A correlation is noted between a decrease in academic performance over the past few years with our 4th and 6th grade students and a steady increase in suspensions over the same number of years between 2014-2017. 4th grade increased 2.5% and 6th grade increased 7.2%.
No significant strength noted for any particular grade level compared to others.	A concern is noted for 4th grade math dropping considerably over the past two years from their 3rd grade scores. Scores went from 110.0 for 3rd grade in 2015 to a 88.4 for 4th grade in 2016. Scores went from a 112.0 for 3rd grade in 2016 to a 96.1 for 4th grade in 2017.
ELA continues to be the higher subject area of all subjects.	The area of weakness for math centers around the subclaim, Major Content. On average, only 38.2 students scored Advanced or Mastery in each grade for 2016-17.
White subgroup continues to be the highest subgroup in ELA for the past three years with an average of 88.87% proficient. White subgroup continues to be the highest subgroup in math for the past three years with an average of 84.62% proficient.	Students with disabilities continues to be the lowest subgroup in ELA for the past three years with an average of 39.26% proficient. Students with disabilities continues to be the lowest subgroup in math for the past three years with an average of 34.84% proficient.
Students with disabilities have increased 6.0% proficiency in math from 2015-2017.	5th Grade Black subgroup have declined in ELA and math the past two years, 2015-17: 15% decline in ELA and 8.3% decline in math. 6th Grade Black subgroup have decline in ELA and math the past two years, 2015-17: 58.7% decline in ELA and 34.5% decline in math.
Do not see a trend of declining gaps in any subject area for any subgroup.	With the exception of 2015-16, Black subgroup and Students with Disabilities gaps continued to grow.
White subgroup ELA higher across years with an average of 86.9% of students scoring proficient.	Black subgroup has consistently scored lower in math than in ELA over the past five years. Math average over five years: 62.88% proficient & ELA average over five years: 69.44% proficient

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**DATA SOURCES:** School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data

**GOALS**

- ***Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.***
- ***Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis***

1. From Spring 2017 to Spring 2018 grades 4-6 will increase the percentage of students achieving Mastery or above by 5% in the Major Content Subclaim in Math on LEAP. 4<sup>th</sup>- 37%-42%; 5<sup>th</sup> – 40%-45%; 6<sup>th</sup> – 38%-43%
2. From Spring 2017 to Spring 2018 the Students with Disabilities and Black Subgroups will increase achievement in school performance score index by 15% on LEAP. SWD – 49.9 to 57.4; Black Subgroup – 40.9 to 47.0
3. From Spring 2017 to Spring 2017 grades 4-6 will increase achievement in ELA by 10 points on the CRT index on LEAP. 4<sup>th</sup> – 100.5 to 110.5; 5<sup>th</sup> – 100.3 to 110.3; 6<sup>th</sup> -91.1 to 101.1
- 4.
- 5.

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**2. PARENT AND FAMILY ENGAGEMENT**

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS MEASURE
<p><b>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</b></p> <ul style="list-style-type: none"> <li>● Parental Involvement Committee to discuss goals, plans, and implementation of programs related to goals.</li> <li>● NNPS (National Network of Partnership Schools)</li> <li>● PTA Board/Meetings – Title I information, dissemination of evaluation, discussion of ongoing activities</li> <li>● Website with SIP posted, including parental survey link to provide feedback related to the SIP plan</li> <li>● Parental Night Activities – parents participate in these activities as well as provide feedback using our exit tickets</li> <li>● Title I parental survey to provide feedback regarding our Title I plan as it relates to our SIP</li> </ul>	<p><b>Goal(s):</b> 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b> NNPS membership</p>	<p><b>Effectiveness Measure:</b> -Title I parental survey</p>
				<p><b>Effectiveness Results:</b></p>
<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>● Parental Involvement Committee to discuss goals, plans, and implementation of programs related to goals.</li> <li>● PTA Board/Meetings , meeting with administration monthly</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> -Title I parental survey</p>

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<ul style="list-style-type: none"> <li>• Parental Night Activities – parents participate in these activities as well as provide feedback using our exit tickets</li> <li>• SAT meetings – parents meet with teachers and SAT committee with the goal to increase student performance</li> <li>• IEP meetings – parents meet with IEP Team with the goal in mind to develop a plan to increase student performance</li> <li>• Parent/Teacher conferences as needed</li> </ul>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<b>Effectiveness Results:</b>
<p><b>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>• School Website contains links for teacher websites to provide open communication for classroom objectives, Student Progress Center, SIP plan, and parent survey</li> <li>• Teacher newsletters sent home weekly providing objectives for the week and upcoming events in class and schoolwide</li> <li>• ROBO calls are made on a as needed bases for upcoming events</li> <li>• Parent/Teacher conferences on an as needed basis</li> <li>• Weekly JPAMS reports</li> </ul>	<b>Goal(s):</b>	<b>Budgets</b> used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<b>Items Needed:</b> -Copies/Paper for newsletters -Ink for printers (newsletters)	<b>Effectiveness Measure:</b> -Title I parental survey  <hr/> <b>Effectiveness Results:</b>
<p><b>LA Act 436 Requirements:</b></p> <ul style="list-style-type: none"> <li>• In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House</li> </ul>	<b>Goal(s):</b> 1, 2, 3	<b>Budgets</b> used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<b>Items Needed:</b> -Copies/Paper for flyers -Ink for printers(flyers)	<b>Effectiveness Measure:</b> -Title I parental survey

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<p>events, PTA meetings, and other parent orientation meetings.</p>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>-stamps for meet &amp; greet</p>	<p><b>Effectiveness Results:</b></p>
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, <b>to the extent practicable.</b> <i>(Title VI of the Civil Rights Act of 1964)</i></li> <li>Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator.</li> <li>Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

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*Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.*

<p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>Title I Math &amp; Science Night- Parents will learn strategies to enable them to help their children success in math and science. Along with these strategies, parents will learn shifts in math and science standards.</li> </ul>	<p><b>Goal(s):</b> 1 &amp; 2</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>-STEM activity materials</li> <li>-copies/flyer</li> <li>-stipends for presenters (salary and benefits)</li> </ul>	<p><b>Effectiveness Measure:</b> -Title I parental survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>Literacy &amp; Social Studies Night – parents will learn how to better connect with what their children are learning at school to real-life experiences at home. Parents will learn the importance of pulling evidence from text. (Text-based evidence.) Strategies such as RACE (Restate, Answer, Site Evidence, and Explain or Expand) will taught &amp; modeled so that parents will be able to better help their children with the rigorous ELA and Social Studies standards.</li> </ul>	<p><b>Goal(s):</b> 2 &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>-copies/flyers</li> <li>-Literacy &amp; Social Studies Night materials for activities</li> <li>- stipends for presenters (salary and benefits)</li> </ul>	<p><b>Effectiveness Measure:</b> Title I Parental Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li>Title I – Living Timeline Night – parents will learn the benefits of researching skills using informational resources and oral presentations to enhance reading and language skills. Another focus for parents will be the teaching of primary and secondary sources and the benefit of these as they pertain to providing evidence from the text and the role that they play in the research process.</li> </ul>	<p><b>Goal(s):</b> 2 &amp; 3</p>	<p><b>Budgets used to support this activity:</b></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"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Copies/Flyers</p>	<p><b>Effectiveness Measure:</b> -Title I parental survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
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### 3. SCHOOLWIDE PLAN STRATEGIES

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

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

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Guaranteed Curriculum – Teachers follow the Scope and Sequence for all subjects and use various activities embedded in the GC to enrich instruction</li> <li>• 4<sup>th</sup> &amp; 5<sup>th</sup> Grade – Title I paraprofessionals work with students during math and ELA instruction</li> <li>• Brain Pop for enhancing curriculum (all students)</li> <li>• Guidebooks 2.0 – Grades 4-6 are each doing one unit during 2<sup>nd</sup> Quarter (all students)</li> <li>• Moby Max – internet based program where students are assessed and work on skills that they need in all subject areas (all students)</li> <li>• Achieve 3000 as an intervention for targeted students, however whole group instruction with articles using projector and printed copies.</li> <li>• Center-Based Activities to differentiate instruction</li> </ul>	<p><b>Goal(s):</b> 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>-Brain Pop License</li> <li>-Achieve 3000 licenses for targeted students</li> <li>-Moby Max License</li> <li>-Guidebooks materials</li> <li>-Salary &amp; Benefits for Title I paraprofessionals</li> <li>-Tablets for center based activities</li> <li>-Center based activity kits</li> <li>-Test Prep materials</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>-LEAP Scores– Guidebooks, Guaranteed Curriculum, Brain Pop, Achieve 3000</li> <li>-LEAP Scaled Score Chart – Title I Paraprofessionals</li> <li>-Grade Equivalent Pre &amp; Post for Moby Max</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• Student Learning Targets</li> <li>• LEAP 360 – Diagnostic Assessments at the beginning of the year and the end of the year.</li> <li>• Moby Max – diagnostic assessment and post assessment. Program charts students’ growth as they progress through the program.</li> <li>• Guidebook Assessments (performance tasks)</li> <li>• Weekly Assessments in each subject area</li> <li>• LEAP</li> </ul>	<p><b>Goal(s):</b> 1,2 &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Moby Max License Guidebook materials</p>	<p><b>Effectiveness Measure:</b> LEAP scores</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• Students targeted from LEAP results (unsatisfactory and approaching basic)</li> <li>• LEAP 360 Diagnostic Assessment</li> <li>• Weekly Assessments</li> </ul>	<p><b>Goal(s):</b> 1,2 &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> LEAP scores</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• Title I paraprofessional support, 1 fulltime para and 1 half time para inside the classroom three times a week (targeted students in 4<sup>th</sup> and 5<sup>th</sup> grade)</li> <li>• Reflex Math – online math program to build math fluency (targeted SWD based on student deficit)</li> </ul>	<p><b>Goal(s):</b> 1,2 &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> LEAP scores LEAP 360</p>

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<ul style="list-style-type: none"> <li>• Achieve3000 licenses for targeted students &amp; SWD to address comprehension of informational texts. This support is provided in the classroom on classroom computers by both the classroom teacher as well as the ROUF tutor.</li> <li>• ROUF tutor 20 hours a week to support 4<sup>th</sup> and 5<sup>th</sup> math and ELA. These targeted students are provided this support based on a need identified on LEAP results. (Moby Max in lab and Achieve3000 support in the classroom)</li> <li>• FastForWord – online ELA program to build ELA skills (targeted SWD based on student deficit)</li> <li>• Small group settings (SWD)</li> </ul>		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<b>Effectiveness Results:</b>
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• SAT Team meets weekly on Wednesday. Teachers put up students of concern to the SAT Team. Interventions are attempted and evaluated for effectiveness.</li> <li>• Parent/Teacher conferences</li> </ul>	<b>Goal(s):</b> 1, 2, & 3	<b>Budgets</b> used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<b>Items Needed:</b>	<b>Effectiveness Measure:</b> LEAP scores LEAP 360
<p><b>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</b></p> <ul style="list-style-type: none"> <li>• The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus</li> </ul>	<b>Goal(s):</b> 1 & 3	<b>Budgets</b> used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<b>Items Needed:</b>	<b>Effectiveness Measure:</b> ELPT

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<p>on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</p> <ul style="list-style-type: none"> <li>• LEP paraprofessional part-time- pulls students out and works with these students</li> </ul>		<input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
<p><b>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</b></p> <ul style="list-style-type: none"> <li>• Co-Teaching in 4<sup>th</sup> &amp; 5<sup>th</sup> grade ELA class</li> <li>• Inclusion in Science and Social Studies with SPED paraprofessional support or SPED teacher support within the regular education classroom.</li> <li>• Resource classes for ELA &amp; Math (students identified through the IEP process of needing these classes)</li> </ul>	<p><b>Goal(s):</b> 1, 2 &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> LEAP scores LEAP 360 Assessments</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Extended Learning Opportunities (within and beyond the school day and the school year):</b></p> <ul style="list-style-type: none"> <li>• KIT tutoring – providing academic support for those identifying KIT students struggling academically</li> <li>• Field Trips – 4<sup>th</sup> &amp; 5<sup>th</sup> grade students go on one academic field trip per school year. This field trip is directly related to the standards within each grade level.</li> </ul> <p><b>4th Grade:</b></p> <ul style="list-style-type: none"> <li>• Infinity Science Center (Pearlington, MS)</li> <li>• Students will experience hands-on science activities as related to space earth science using the scientific method. Children will also be able to participate in the Tram Tour of the Nature Path, where they may observe animal behaviors and adaptations, both physical and behavioral. Standards: LS-E-B1, LS-E-A3, SE-E-A1, SE-E-A2 .</li> </ul>	<p><b>Goal(s):</b> 1, 2 &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b> -admission costs for field trip</p>	<p><b>Effectiveness Measure:</b> LEAP scores LEAP 360 Assessments</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>5th Grade:</b></p> <ul style="list-style-type: none"> <li>• Honey Island Swamp Tour (Slidell, LA)</li> <li>• Students will experience wildlife first-hand in a professionally-guided tour of one of our local swamps. They will learn about a variety of living organisms native to our southeast Louisiana region. For many of our students, it will be their first experience riding in a boat.</li> <li>• Standards: SI-M-A1; LS-M-C2; LS-M-C3; LS-M-C4; LS-M-A2; SE-M-A2; SE-M-A3; SE-M-A4</li> </ul>				
<p><b><i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:</i></b></p>				
<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>• Due to the transient and often unstable environments that many of our school's students experience, a <b>Mental Health Provider (MHP)</b> will work with students <b>12</b> hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.</li> <li>•</li> </ul>	<p><b>Goal(s):</b> 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Outcome Measures for MHP Chart</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b><i>Implementation of a schoolwide tiered model to prevent and address problem behavior:</i></b></p>				
<p><b>Strategies Used to Prevent and Address Problem Behavior:</b> 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 (Check in/Check out with mentor) PBIS quarterly incentive/party</p>	<p><b>Goal(s):</b> 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> JPAMS reports</p>

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<p>Individual class incentives Refreshers for student expectations B1 program – proactive against bullying Ticket Pulls for Character Traits - ongoing By-Stander Revolution Program – ongoing</p> <p>The PBIS Committee consists of parents/families, teachers, students, and administrators. They meet to discuss discipline data, update the award program, evaluate surveys, plan for weekly messages/videos on the broadcast based on the monthly expectation/character trait, and plan for school-wide safety.</p>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
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***Strategies for Assisting Students in the Transition from One School to the Next:***

<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <p><b>Incoming Students</b></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/families that are new to ASMS (3<sup>rd</sup> grade parents/families) 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.</p> <p>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>Students who are new to our area will meet with the school counselor to help acclimate them to the new school setting.</p>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b> Flyers - Copies</p>	<p><b>Effectiveness Measure:</b> Exit Tickets by students, parents, teachers</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Outgoing students</b></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 align="center"><b>High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:</b></p>				
<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>PLC meetings are held twice monthly. During each month we have one smaller meeting, 30-45 minutes and one larger meeting during the school day of 2 hours. We will continue these meetings until April. Each meeting’s focus is to improve academic instruction in core subject areas. Each meeting’s focus centers around data analysis, test analysis, and development of strategies to differentiate instruction. Through a collaborative effort in all grades, grade level tests and performance of students on these tests are examined for complexity, connection to standards, and areas of concern for students. PLC groups are determined based on grade level and subject content. One meeting each month is longer and facilitated by administration. The second meeting is a shorter meeting facilitated by grade level leaders.</li> </ul>	<p><b>Goal(s):</b> 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed</b></p> <p><b>Salaries for substitutes</b></p>	<p><b>Effectiveness Measure:</b> LEAP results LEAP 360 results</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• PD during faculty meetings including – PBIS, Safety, Standards review</li> <li>• District PD days during the school year – focus on using standardized testing data to plan strategies such as center-based learning activities to meet growth targets of all students, including our subgroups of concern.</li> <li>• Specific PD opportunities for SPED related to Achieve3000, Reflex Math, IEP writing to continue to improve our students with disabilities subgroup.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> LEAP LEAP 360</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</b></p> <ul style="list-style-type: none"> <li>• All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.</li> <li>• Teacher openings are advertised through the district website.</li> <li>• District leaders attend local college and university teacher recruitment fairs in the fall and spring.</li> <li>• The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites.</li> <li>• Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.</li> <li>• Placement of Student Teachers from local universities</li> <li>• The STAR (Students Teaching And Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.</li> <li>• District Human Resources Coordinator serves as a speaker on college campuses for different education courses.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Results:</b> LEAP LEAP 360</p> <hr/> <p><b>Effectiveness Results:</b></p>



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<ul style="list-style-type: none"> <li>District Human Resources Coordinator serves on various College of Education department committees at local universities.</li> </ul>				
<b>Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:</b>				
<b>Career and Technical Education Programs:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>	<b>Goal(s):</b>	<b>Budgets</b> used to support this activity: <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b>	<b>Effectiveness Measure:</b>  <hr/> <b>Effectiveness Results:</b>
<b>Coursework to Earn Post-Secondary Credit:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>	<b>Goal(s):</b>	<b>Budgets</b> used to support this activity: <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b>	<b>Effectiveness Measure:</b>  <hr/> <b>Effectiveness Results:</b>
<b>Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:</b>				

## Abita Springs Middle

### **McKinney Vento:**

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

### **Food Services:**

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

### **Special Education:**

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

### **English as a Second Language (ESL):**

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

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

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

### **Headstart Preschool Programs:**

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

#### 4. Regular Monitoring and SIP Revision

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

**Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:**

- Monthly faculty meetings
- Title I meetings
- Monthly PBIS Meetings
- Monthly PTA Board Meetings

**Describe how the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:**

- LEAP 360 reports to show student progress in the areas of Math and ELA (beginning, middle, and end of the year)
- MobyMax reports for individual student progress monthly

**Describe how diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, claims/subclaims, and subgroups:**

- During PLC and grade level meetings, teachers collaborate to determine needs/interventions necessary, etc.
- Teachers review weekly data to build remediation skills for students

**Describe how results of this assessment are reported to the school's stakeholders:**

- School Report Card
- Dissemination of effectiveness results as they relate to our SIP will be completed to teachers in May 2018 at a faculty meeting.
- Dissemination of effectiveness results as they relate to our SIP will be completed to parents and other stakeholders during Open House, September 2018.