

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Abney Elementary



St. Tammany Parish Public Schools

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

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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
Second grade has the lowest percentage of At Risk students. Benchmark in 2014 was 72%. The lowest at risk percentage was 14% in Spring 2014 and Spring 2016.	First grade has shown continued weakness for the past 5 years (2012 - 2017). The percent of "at-risk" students for the spring DIBELS has been more than 20% each year. While the percentage of benchmark students has been less than 64% each year.
The highest CRT Assessment Index score was 2013-14 with 74.9%.	Over the past 5 school years our CRT Assessment Index has not been above 75.
Areas showing improvement over recent years would be in 2015-16 with 4th grade index scores showing increases in ELA (90.8), Math (88.3), Science (72.3) and Social Studies (72.3).	Areas showing decline were in 2016-17 with 4th grade showing decreases across the board in ELA (87.2), Math (72.9), Science (71.6) and Social Studies (48.1). Another area of concern is Social Studies, in 2016-17, Social Studies index scores were below 50 index points in grades 3-5.
4th grade ELA Subclaims were the highest and 3rd grade math Subclaims were the highest for the spring 2017 school year.	5th grade is a consistent weakness in all subclaim areas in ELA and Math. The lowest subclaims for this grade level were in math in all areas.
Over the past three years 4th and 5th grade showed highest index scores in ELA as compared to their Science and Social Studies scores.	In the 2016-2017 school year all grades (3rd, 4th, and 5th) all scored significantly low in Social Studies index scores. Scores all fell around 40 index points.
From 15-16 to 16-17, the subgroup "Limited English Proficient" has increased in ELA from 41.2 to 63.6% and Math from 41.2 to 54.5% proficient.	The Students with Disabilities subgroup consistently performed lower in math than any other subgroup. 33.2% lower than the whole school average.
3rd grade LEP students have steadily increased in both ELA and Math percent proficiency over the last three years. They increased by 8.7% from 14-15 school year to 16-17 school year in Math and 50% in ELA from 14-15 to 16-17.	The Students with Disabilities, Limited English Proficient, and Hispanic subgroups consistently decreased over the past three years. SWD dropped by 1.2% in ELA; 13.0% in math; LEP students dropped 50% in ELA, 25% in Math; and Hispanic students dropped 12.5% in ELA and 37.5% in Math.
ELA: From 14-15 to 16-17 all subgroups showed a decline in achievement gaps for both years. Math: No subgroups showed consistent decline in achievement gaps for 2 or more years.	ELA: Students with Disabilities - Gap increased by 29.6% (2013 -41.6% proficient to 2014-2015 33% proficient). In Math whole-school gap increased to 30.7% in 2015-2016 highest performing group was 93.8% proficient and whole school was 63.1% proficient.
Over the past three years LEP students increase % proficient in both ELA and Math in 3rd grade.	Over the past three years Hispanic and LEP students in 5th grade have decreased in both ELA and Math. Over the past three years Students with Disabilities in 5th grade have steadily decreased in Math dropping 13%.

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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. 1st-3rd grade students will increase reading achievement by increasing the percentage of students scoring At or Above Benchmark on DIBELS Next by 10% from Fall 2017 to Spring 2018 as follows: 1st=60% to 70%, 2nd= 69% to 74%, 3rd= 72%-77
2. From Spring 2017 to Spring 2018 students in grade 5 will increase the 5th grade Math assessment index by 22 points from 50.9 to 72.9.
3. From Spring 2017 to Spring 2018 the students in the subgroup Limited English Proficient will increase their Assessment Index score by at least 5.9 points from 54.5 to 60.4 on LEAP.
4. From Spring 2017-2018 the students in the subgroup Students with Disabilities for the Whole School will increase their Assessment Index score by 20%, from 37.2 to 44.7.
5. The Out of School Suspension Rate for all grades (1-5) will decrease by at least 3% (from 7.8% to 4.8%) in 2017-18.

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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>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • Design-Parents/families 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. Parents/families will be invited to a meeting to review/revise the draft of the SIP prior to submission to supervisors. Meeting dates are 10/26/17, 11/6/17, 11/9/17. • Implementation-Parents/families will be invited to 6 activities in which they will learn about new strategies they can use with their children to help reach our SIP goals. These activities are linked to our PTA meetings to increase opportunities for parents to become involved. • Evaluation of the SIP • Parents/families are given exit tickets throughout the year to provide feedback and input about planned parent educational events. 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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>Items Needed: Envelopes, postcards, and stamps</p>	<p>Effectiveness Measure: Parent Surveys</p> <hr/> <p>Effectiveness Results:</p>

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<p>On November 28, 2017 parents will be invited to a meeting in which the Parent evaluation from the previous school years, data analysis, and SIP will be evaluated and amended based on parent feedback.</p> <p>Late November the SIP team will meet and discuss any input that came from the parents (previous meetings) and revise SIP as needed.</p> <p>In May, meetings will focus on parent/family input and evaluation of the overall SIP. Parents/families will receive information related to SIP goals, success and reflections for the following school year.</p>				
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • Parents/families are encouraged to join and participate in PTA through membership drives and monthly newsletter invitations. • At every parental involvement event, parents are asked to complete an exit ticket about the event and what they feel was successful and not successful. We ask for suggestions for the upcoming events. • At the end of the school year we post a survey to our website asking parents to provide feedback as well as sending home a written survey on the entire year and parental involvement events for the upcoming year. • Throughout the year we ask parents to communicate about their child’s strengths and weaknesses and how we can help them to help their child master these skills (parent conferences, parent surveys, phone calls home, SAT, IEP). • SAT meetings are held every Tues. from 8:00am to 1:00pm. This allows parents to give specific feedback on their child’s academic improvement, 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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>Items Needed: Ink and paper</p>	<p>Effectiveness Measure: Exit tickets and surveys PTA roster</p> <hr/> <p>Effectiveness Results:</p>

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<p>behavior improvement, and how they can be involved as a parent.</p> <ul style="list-style-type: none"> • IEP meetings are held throughout the week. This allows parents to give specific feedback on their child’s academic improvement, behavior improvement, and how they can be involved as a parent. 				
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <p>Teacher and School Newsletters, Flyers,</p> <ul style="list-style-type: none"> • Teachers send home weekly newsletters to share curriculum updates, homework, calendar, schedule, parent help tips, teacher contact information. The school-wide newsletter goes home once a month to address upcoming important events, parent reminders, volunteer opportunities and Title I information. <p>Websites</p> <ul style="list-style-type: none"> • Teachers share curriculum updates, homework, calendar, schedule, parent help tips, teacher contact information. The school-wide website addresses upcoming important events, parent reminders, volunteer opportunities and Title I information. <p>Communication Take home agendas</p> <ul style="list-style-type: none"> • Teachers communicate student progress with test grades, meeting requests, and ways they can help at home to support learning. <p>School Marquee Board</p> <ul style="list-style-type: none"> • Updated weekly with important dates and reminders. <p>IEPS</p> <ul style="list-style-type: none"> • Create individualized instructional plans to support student learning with stakeholders’ input. 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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>Items Needed:</p> <p>Colored Copy Paper Ink Folders Agendas</p>	<p>Effectiveness Measure:</p> <p>Parent Surveys Exit Ticket Website visits</p> <hr/> <p>Effectiveness Results:</p>

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<p>JPAMS</p> <ul style="list-style-type: none"> Grades are updated by Monday at the end of the day to update parents on student progress. (The Student Progress Center provides parents with online access to view their child’s grades.) <p>Open House and Meet and Greet</p> <ul style="list-style-type: none"> Parents are introduced to teachers and review curriculum expectations for the year, along with classroom policies and procedures <p>Parent/Teacher conference</p> <ul style="list-style-type: none"> This allows parents to be updated on student progress or lack of progress towards meeting grade level academic, behavioral, and social expectations. <p>Report Cards</p> <p>PTA Meetings</p> <ul style="list-style-type: none"> There are a total of 4 per year, one per quarter, in addition to attending and holding meetings at each of the scheduled Parental Involvement Activities. <p>PTA Social Media</p> <ul style="list-style-type: none"> They operate a Facebook page to keep parents updated on upcoming events, opportunities for involvement, and important reminders. 				
<p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> 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 events, PTA meetings, and other parent orientation meetings. 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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>Items Needed: None</p>	<p>Effectiveness Measure: Parent Surveys</p> <hr/> <p>Effectiveness Results:</p>

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<p>Translation Services:</p> <ul style="list-style-type: none"> 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, to the extent practicable. <i>(Title VI of the Civil Rights Act of 1964)</i> 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. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & 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. 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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>Items Needed: None</p>	<p>Effectiveness Measure: Parent Surveys</p> <hr/> <p>Effectiveness Results:</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>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> • <u>Math/Science Night, Nov. 29, 2017</u> – Parents/families are invited to attend Math/Science Night and learn ways they can teach math/science with their child through a variety of different ways such as estimation, measurement, etc. 	<p>Goal(s): 2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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>Items Needed:</p> <p>Oreos Paper Tape StyroFoam Cups Lollipops String Waxed Paper Aluminum Foil Seeds Cotton Balls Ziplock Bags Paper bags Paperclips Toothpicks marshmallows</p>	<p>Effectiveness Measure:</p> <p>Parent Surveys Exit Surveys</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> • Parent University on October 12, 2017. Parents were given opportunities to review grade level standards and given samples of what each standard meant. Parents worked through multiple math problems based on each math strand (numbers base ten, geometry, operations of algebra, measurement). Parents also were shown all of the aspects of JPAMS to monitor student growth and check their progress. Parents were also given the opportunity to review school academic data and how their child impacted our performance. Parents learned about Dibels Next and were given sample tests so that they could feel what their child feels and how they are expected to perform on the test. 	<p>Goal(s): 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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>Items Needed:</p> <p>Ink Paper</p>	<p>Effectiveness Measure:</p> <p>Parent Surveys Exit Tickets</p> <hr/> <p>Effectiveness Results:</p>

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<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Testing Night on March 19, 2017. Parents will be exposed to information pertaining to achievement levels and expectations for state testing as well as type 1, 2, and 3 questions in Math and written responses in ELA. 	<p>Goal(s): 2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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>Items Needed: Paper Ink</p>	<p>Effectiveness Measure: Parent Surveys Exit Tickets</p> <hr/> <p>Effectiveness Results:</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>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Guided Reading (Flying Start to Literacy) for grades 1 and 2 with monthly progress monitoring and weekly meeting to assess and review data for progress. • Utilize Guaranteed Curriculum to guide core instruction and ensure alignment to state standards. • Utilizing 3 Title 1 Para-Educators and 1 tutor to provide support for core instruction in the Sped classrooms, by pulling small groups, and reinforcing skills daily. • Title 1 teacher as a computer lab teacher to provide instruction which incorporates the standards for grades 1-5. In addition to these skills, this teacher also works with 5th grade students on skills and procedures to navigate online testing. She sees each class (grades 1-5) 30 minutes once weekly. • Every Day Counts kits for all classrooms daily to reinforce math instruction. • Guidebook 2.0 is being used as the ELA curriculum for 3 quarters of instruction for 3rd grade and 2 quarters in 5th grade. 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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>Items Needed:</p> <p>Salaries and Benefits for Title 1 Teacher, Interventionist, Paras And Tutor</p> <p>Guidebook 2.0 materials</p> <p>Flying Starts Kits</p> <p>Paper</p> <p>Pencil</p> <p>EDC Kits</p> <p>Tutoring Materials (Dry Erase Markers, white boards, paper)</p> <p>Composition Notebooks</p> <p>Computers, monitors, laptops, activboards and installation, document cameras, headphones, toner</p>	<p>Effectiveness Measure:</p> <p>Administrative walkthroughs</p> <p>CLASS Observations</p> <p>Compass Observations</p> <p>DIBELS Chart</p> <p>LEAP 2025</p> <p>Snapshots</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • Guidebook adaptive novels for Students with Disabilities in grades 3-5. • A CSR teacher in 2nd grade to reduce student/teacher ratio. • Students with Disabilities in grades 3-5 receive Reflex math instruction for 20 minutes a day, 5 days a week. • SWD in grades 4-5 participate in the Achieve 3000 -20 minutes a day 5 days a week. • Title 1 interventionist provides small group ELA instructional support for 4th and 5th grade students for 45 minutes daily. • Use of composition notebooks in grades 4 and 5 to maintain instructional continuity across different classes by continuing writing assignments and themes from class to class. • Title 1 teacher to provide setup and updating of computer equipment to ensure students have access to properly operating technology. • Use of General Technology to increase engagement and provide necessary resources to promote a positive and rigorous learning environment 			<p>cartridges, replacement bulbs, scroll mice, VGA cables, transfer kits.</p>	
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • DIBELS for all students in grades 1-3 given 3 times a year for an assessment of reading foundational skills. • LEAP 360 for students in grades 3-5 using pre/post assessments given twice a year. • Student Learning Targets for grades 1-2 to assess student readiness and mastery of grade level content given twice a year. • Benchmark assessments given in December/January for grades 1-5 in math and ELA. • LEAP 2025 for grades 3-5 to assess student mastery of grade level content. • Weekly assessments in grades 1-5 to monitor student progress and reviewed weekly to chart student progress during professional learning communities. 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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>Items Needed:</p> <p>SLTs Report Cards Pens Pencils BURST Software and KITS</p>	<p>Effectiveness Measure:</p> <p>DIBELS SLTs LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> BURST benchmark assessments at the beginning of the year which determines student needs and then progress monitor those student who qualify and participate in the program every 10 days. 				
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> Students who score below and well below benchmark on DIBELS assessments receive the BURST intervention 4 times per week for 30 minutes. Students are Progress Monitored every 10 days and their scores are tracked. 3rd, 4th, and 5th students scoring below Basic in ELA on LEAP 2025 not identified as Students with Disabilities receive fluency and comprehension interventions. SAT meetings held on Tuesdays weekly to identify students in need of additional interventions attended by pupil appraisal team member, teachers, parents, administrators, interventionists and the school counselor SWD in grades 1-3 who have shown no progress through BURST assessments receive FF for 45 minutes a day 5 days a week. 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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>Items Needed: DIBELS online assessment LEAP 2025 assessments SAT forms</p>	<p>Effectiveness Measure: DIBELS data</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> Fast ForWord program for grades 1-3 performed by a classroom teacher and Title I paraprofessional 45 minutes per day 5 days per week. BURST interventions performed by classroom teachers, Title I Interventionist, as well as Title I certified tutors for 30 minutes per day 4 days per week for students in grades 1st-3rd. Six Minute Solution and comprehension intervention performed by a Title I Interventionist via small group instruction for 30 minutes a day 4 times per week for students in grades 4th-5th. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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>Items Needed: Fast Forward Program BURST 6 Minute Solution</p>	<p>Effectiveness Measure: Fast ForWord progress DIBELS LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> Title I certified tutors perform math push in support to students in grade 5 for 45 minutes per class 4 days per week. 				
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> SAT meetings held on Tuesdays weekly to identify students in need of additional interventions attended by pupil appraisal team member, teachers, parents, administrators, interventionists and the school counselor Fast Forward is used for Students with Disabilities who have not shown growth via progress monitoring during DIBELS and BURST interventions. 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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>Items Needed: Fast Forward Program</p>	<p>Effectiveness Measure: 89% of students completing the SAT process are taken in for evaluation.</p> <hr/> <p>Effectiveness Results:</p>
<p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</p> <ul style="list-style-type: none"> 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 on meaning and then engage in the content specific practices in ELA, math, social studies, and science. ESL Teacher visits students in class 3 times per week for a minimum of 45 minutes to support classroom core instruction. ESL instructional aide is used to support ESL students 3 days a week, 45 minutes per day. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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 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>Items Needed:</p>	<p>Effectiveness Measure: LEAP 2025 Progress Monitoring Benchmark Data</p> <hr/> <p>Effectiveness Results:</p>

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<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> • Title I • ESL • PLCs • ROUF Tutors • MHP • Speech Therapists • Special Education(RNC, Resource, MAE, M/M) 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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>Items Needed:</p> <p>Computers Tablets Dry Erase Boards Papers Manipulatives Pens Pencils Crayons Literacy Materials Ink Color Paper Glue Markers Chart Paper Salaries and Benefits for Tutors Salaries and Benefits for subs Clip boards Index Cards Velco Laminating Film</p>	<p>Effectiveness Measure:</p> <p>SLTs DIBELS Progress Monitoring</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> • After school tutoring performed afterschool from January to April for 2 hours 2 times per week. • KIT tutoring performed 2 times per week afterschool for 2 hours per week. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p> <p>Stipends for tutors Tutoring materials</p>	<p>Effectiveness Measure:</p> <p>LEAP 2025 SLTS</p>

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		<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 checked="" type="checkbox"/> Other (KIT)		Effectiveness Results:
<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>				
Mental Health Provider Services: <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a Mental Health Provider (MHP) will work with students 20 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. 	Goal(s): 1,2,3,4,5	Budgets 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	Items Needed: Salary and benefits for MHP	Effectiveness Measure: Outcome measures for MHPs chart <hr/> Effectiveness Results:
<i>Implementation of a schoolwide tiered model to prevent and address problem behavior:</i>				
Strategies Used to Prevent and Address Problem Behavior: <ul style="list-style-type: none"> Positive Behavior Support will be used to increase social skills amongst students. Students are recognized weekly in class, monthly via Morning Meeting, and monthly school-wide celebrations. 	Goal(s): 5	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	Items Needed:	Effectiveness Measure: Check-In/Check-Out logs Counselor SLT attainment

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<ul style="list-style-type: none"> • Anti-bullying (ByStander Revolution) will be used by the counselor to educate students on positive interactions with peers. An associated character trait is discussed monthly and students are recognized for meeting this trait. • Students identified through teacher observations and documented minor infraction forms in need of Tier 2 interventions are placed on Check in Check out Program. Behavior point sheets are used to evaluate. • Students will be recommended by their teacher for social skill groups conducted by the counselor. These groups run for 6 week cycles and are 30 minutes twice per week. These skill lessons will target friendship, anger management, and compliance. • Morning meeting will recognize students meeting goals. 		<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		Effectiveness Results:
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Strategies for Assisting Students in the Transition from One School to the Next:

<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • Conduct a parent/family information meeting at the end of the school year to introduce parents and students of incoming 1st graders. (Transition Night held in May 2018). • Abney Early Childhood students come to tour the campus at the end of every school year. • Daily tours are conducted on an as-needed basis for new families to familiarize them with our campus and answer any questions they may have. • Collaboration between the principals of Abney Early Childhood, Abney Elementary, and the Special Education Coordinator and teachers of Abney Elementary take place quarterly to ensure a smooth transition for all special education students. • Collaboration between the principals of Abney Elementary, St. Tammany Jr. High, and the Special Education Coordinator and teachers of both schools take place at the end of the school year to ensure a smooth transition for all special education students. 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets 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>Items Needed: Stipends for teachers for Transition Night</p>	<p>Effectiveness Measure: Parent Surveys Exit Tickets</p> <hr/> <p>Effectiveness Results:</p>
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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:

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • PLCs are conducted for all regular education and special education teachers once a week for 1 hour per grade level. The time is devoted addressing individual students and their academic needs based on Guided Reading progress monitoring, weekly teacher assessments, and reviewing of the Guaranteed Curriculum • PLCs are facilitated by administration, Title I Instructional Coaches, Technology Resource Teacher, District Curriculum Specialists, and classroom teachers. • We look at data from Guided Reading and BURST progress monitoring data, Teaching Strategies for specific standards, SLTs, Teacher made assessments to formulate small group and identify at-risk students along with interventions that will be done to improve student achievement. Data is reviewed at every meeting. • Special education teachers participate in monthly Professional Learning Community meetings in addition to weekly meetings to support appropriate scaffolds for students with disabilities. These meetings are facilitated by Administration and District-level special education curriculum specialists. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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>Items Needed: Salaries and benefits for PLC subs. The Common Core Companion: The Standards Decoded</p> <p>Paper -Chart Paper -Pencils -Clipboards for learning walks -Pens -Dry Erase Markers</p> <p>-Make and Take Supplies such as Velcro Laminating film Cardstock Tape Index cards</p>	<p>Effectiveness Measure: SLTs Teaching Strategies BURST data</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Curriculum Specialists standards-based instructional support • Inter-disciplinary learning walks • Individual meetings to support Professional Growth Plans • Faculty Meetings 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p>	<p>Effectiveness Measure: SLTs DIBELS</p>

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<ul style="list-style-type: none"> • Elementary Special Education Coordinator meets with Sped Administrator and Sped teachers. • Math Curriculum specialist provides Math PD for 4th and 5th grade teachers during PLC times. • Instructional Coach provides weekly PD on Guided Reading and provides PD in classrooms by modeling and assisting with lessons, working on focus standards and assessments with teachers. 		<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>Effectiveness Results:</p>
<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. • Teacher openings are advertised through the district website. • Assistant Principal, Dr. Seu Hee Ledet serves on the recruitment committee. • District leaders attend local college and university teacher recruitment fairs in the fall and spring. • 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. • 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. • Placement of Student Teachers from local universities • 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. • District Human Resources Coordinator serves as a speaker on college campuses for different education courses. • District Human Resources Coordinator serves on various College of Education department committees at local universities. 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets 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>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

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Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:

<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • NA 	<p>Goal(s):</p>	<p>Budgets 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>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<p>Coursework to Earn Post-Secondary Credit:</p> <ul style="list-style-type: none"> • NA 	<p>Goal(s):</p>	<p>Budgets 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>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

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.

21st Century Programs:

- Students in participating schools are entitled to attend the 21st 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:

- SIP team will meet monthly after school to review goals, monthly student achievement data (progress monitoring, teaching strategies, observations) and see if we are on target for meeting our goals.

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:

- Administrative Team Meetings
- SIP Meetings - During the school year the SIP committee (teachers and parents) meets to review SIP goals after parental involvement events to determine if the activity addressed goals. Committee also reviews SAT information, school-wide data (DIBELS) to determine if students are continuing to grow. During PLCs progress monitoring data is reviewed. At faculty meetings the SIP is discussed, along with parent surveys results.

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:

- DIBELS
- PLCs – once a week, teachers, coaches, and administrators review data (DIBELS, SLTs, Teacher Made Assessments, and Teaching Strategies)
- Faculty Meetings – All members review current data, students not achieving and as a whole school what content areas we are struggling in.

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

- Mrs. Jackson will report the results of the final evaluation to the parents/families at the first parent/family engagement meeting, Open House, of the year using the PowerPoint used with the staff. This PowerPoint will be shown immediately after the Title I DVD is shown.