

**2021-2024
SCHOOL ADVANCEMENT PLAN**

Abita Springs Middle



This school-wide 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 data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all student groups as well an examination of student, teacher, and school strengths and weaknesses.

STRENGTHS	WEAKNESSES
<p>ELA – 266 students scored Mastery or Advanced in ELA on LEAP 2025 in 2021; Assessment index 92.3.</p>	<p>Social Studies – 129 students scored approaching basic or unsatisfactory on LEAP 2025 in 2021; Assessment index 66.3</p>
<p>76% of students scored “Strong” (Mastery or Advanced) in Written Knowledge and Use of Language Conventions.</p>	<p>Math – Modeling and Real-life application - 4th Grade- 60% of students scored Moderate (Basic) or Weak (Approaching Basic or Unsatisfactory); 5th Grade - 63% of students scored Moderate (Basic) or Weak (Approaching Basic or Unsatisfactory); 6th Grade 58% of students scored Moderate (Basic) or Weak (Approaching Basic or Unsatisfactory) on the LEAP 2025, May 2021</p>
<p>Overall our school declined in Social Studies on LEAP 2021, yet the 2019 4th graders’ assessment index grew 14.6 points by the end of 6th grade.</p>	<p>ELA - Reading Literary Text, 53% of students scored “Strong” (Mastery or Advanced) and 21% scored “Weak” (Approaching Basic or Unsatisfactory) on LEAP 2025 - May, 2021.</p>
<p>Decrease in number of referrals of black males over a three year span looking at JPAMS data from 2018-2020. 2018: 34; 2019: 3; 2020 : 1 (same cohort of students)</p>	<p>SWE scoring below 60 on assessment index in each subject LEAP 2025 - May 2021. Math: 42.2 ELA: 57.7 Soc: 37.3 Sci: 46.3</p>
<p>504 subgroup scored 66.5 in 2018, 77.9 in 2019, & 87.6 in 2021 for ELA; 21.1 growth over the three year span for the subgroup on LEAP 2025. EL subgroup went up from 2018: 25.7 to 2021: 47.3 in ELA over the three year span; 21.6 growth.</p>	<p>Math - Interpret Fractions, Place Value and Scaling - 5th grade 37% of students scored “Weak” (Approaching Basic or Unsatisfactory) and 39% of students scored “Strong” (Mastery or Advanced) on LEAP 2025 - May, 2021.</p>

2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must Include at least 3 Core Academic Goals Aligned to the Most Current School Needs Assessment*
 - *Pre-K through 8th grade schools must have one ELA goal, one Math goal, and one additional academic goal*
 - *High schools must have one Math goal, one goal for Strength of Diploma, and one additional academic goal*

Goal #1 From 2021 to 2024, the percentage of students in each grade level achieving Mastery or Above on the LEAP 2025 in the subcategory of Reading Literary Text for each cohort of students will increase by 5 percent each year as follows.

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
4th Grade	60%	65%	70%	75%
5th Grade	45%	50%	55%	60%
6th Grade	55%	60%	65%	70%

Commented [1]: 2% of students at each grade level would be:
 4th - 2.66 students
 5th - 2.8 students
 6th - 2.8 students
 Have these students been identified? Is moving ~3 students advancement?

Instructional Focus:

- Analyze literary text to identify and understand academic vocabulary and literary devices (Author’s purpose, perspective and point-of-view, theme, etc.)
- Fluency, accuracy, expression, and comprehension

Resources needed:

Guidebook Curriculum
 Guidebook fluency tasks
 Guidebook Knowledge Packs
 Guidebook Support Foundations
 Achieve3000
 Literacy Coaches
 Chromebooks
 ELA instructional materials

Team Reflection:

Parent and Family Engagement Activity:

- Virtual Literacy Night (Provide parents with information about understanding literary texts, model analyzing literary devices, publicize event)

Resources needed:

Information flyers/packet
 Home Activities
 Chromebooks

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

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<ul style="list-style-type: none"> ● Send home information about GB unit texts/topics. ● Assign Achieve 3000 literary passages for home practice. ● Encourage parents to ask questions about what their child is reading and learning. (Who are the main characters? What is the theme of the text? From whose point of view is the text written? What is the purpose of the text?) 	Achieve 3000													
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Guidebook Planning for UIR Schools ● Grade level PLCs 	<p>Resources needed:</p> Guidebook Curriculum Guidebook fluency tasks Guidebook Knowledge Packs Guidebook Support Foundations Achieve3000 Chromebooks Substitutes for PLC	<p>Feedback from Teachers:</p>												
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Classroom walkthroughs ● Observations ● Meetings with Curriculum specialists ● Grade level planning for common assessments with literary focus ● ELA Coach follows up with ongoing support through PLC team meetings and data analysis 														
<p>Budgets used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x	X													
<p>Monitoring and Evaluating</p>														
<p>Assessments:</p> <ul style="list-style-type: none"> ● Grade Level Common Assessments-Data Analysis in PLC with action plan to address needs ● Achieve 3000 Progress Monitoring ● District Assessments-LEAP 360 							<p>Observations:</p> <ul style="list-style-type: none"> ● Formal/ Informal ● Classroom Walkthroughs ● Student progress monitoring based on assessments 							

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<ul style="list-style-type: none"> LEAP 2025
Middle of the Year Monitoring Results/Areas for improvement:
End of the Year Results:

Goal #2 From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Mastery or Above on the LEAP 2025 in the reporting category of Modeling and Application will increase by 5 percent each year as follows:

Commented [2]: th - 6.65 students
5th - 6.95 students
6th - 6.9 students
Have these been identified?

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
4th Grade	40%	45%	50%	55%
5th Grade	37%	42%	47%	52%
6th Grade	43%	51%	56%	61%

Instructional Focus: <ul style="list-style-type: none"> 2021-2022: solve real-world problems engaging particularly in the modeling practice (creating and analyzing given models) 	Resources needed: iReady Eureka Math manipulatives and other math instructional materials	Team Reflection:
Parent and Family Engagement Activity: <ul style="list-style-type: none"> Virtual Math Night Math videos and resource links on school's website 	Resources needed: Materials for Math Night Google Meet	Number of Participants: Summary of Parent Feedback/Exit Tickets/Survey:
Professional Development: <ul style="list-style-type: none"> PLCs 	Resources needed:	Feedback from Teachers:

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<ul style="list-style-type: none"> ● District Wide PD - iReady & Eureka 	Substitutes for PLC & district PD Data to analyze Curriculum materials	
Follow Up and Support: <ul style="list-style-type: none"> ● Instructional Coach (Math) ● Walk Throughs ● Data Analysis (PLC) ● Title I Tutoring 		

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													

Monitoring and Evaluating

Assessments:

- LEAP 360; LEAP 2025; iReady Assessments; Equip

Observations:

- Informal and Formal observations
- Student progress monitoring based on assessments
- Walk throughs

Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

Goal #3
 From Spring 2021 to Spring 2024, the percentage of students in 5th grade achieving Mastery or Above on the LEAP 2025 in the reporting category of Interpret Fractions, Place Value and Scaling will increase by 5 percent each year as follows:

Commented [3]: 4th - 6.65 students
 5th - 6.95 students
 6th - 6.9 students
 Have these been identified?

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Subject	2021	2022	2023	2024
5th	37%	42% Goal	47% Goal	52% Goal

<p>Instructional Focus: Triad of Instruction Tier 1 Eureka, Eureka Equip, Zearn (small group) Reflex Math Tier 2 (Targeted Prevention) Eureka, Zearn, Reflex Math Tier 3 (Intensive Individual) Eureka Equip, Zearn, Reflex Math</p>	<p>Resources needed: Tier 1 Materials Tier 2 Materials Tier 3 Materials Math Manipulatives and other math instructional materials</p>	<p><u>Team Reflection:</u></p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> Virtual Math Meet & Greet 	<p>Resources needed: Chromebooks/Google Meet Math & Literacy Materials</p>	<p><u>Number of Participants:</u> <u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> PLCs District PD (Eureka) 	<p>Resources needed: Substitutes for PLC IRLA Manuals & Materials Chromebooks Core Curriculum</p>	<p><u>Feedback from Teachers:</u></p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> PLCs Math Coach Curriculum Specialists (Math) 		
<p>Budgets used to support this activity:</p>		

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Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													

Monitoring and Evaluating

Assessments:

- LEAP 360, LEAP 2025, Eureka Assessments

Observations:

- Informal/Formal
- Walk Throughs

Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must include one discipline goal, one goal for Students with Exceptionalities, and one goal for English Learners*

DISCIPLINE

- *Schools will be given the label Urgent Intervention Required for Discipline (UIR-D) if the out-of-school suspension rate is more than two times the national average for the past three years*
- *Two times the national average equals 5.2% for grade PK-4 and 20.2% for grades 5-12*

Goal #1 (Discipline):

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by 1 point each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
%	%	%	%
16%	15%	14%	13%

Tier 1 (School wide):

- PBIS
- Classroom Management Plan
- Guidance Counseling Lessons

Resources needed:

Tier 1 Materials
Tier 2 Materials
Tier 3 Materials

Team Reflection:

Tier 2 (Targeted Prevention):

- MHP
- Behavior Contracts
- Check in Check Out

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Tier 3 (Intensive Individual): <ul style="list-style-type: none"> ● FBA/BIP ● Safety Plan ● MHP ● FINS Referrals 														
Parent and Family Engagement Activity: <ul style="list-style-type: none"> ● Virtual Math/Literacy Nights ● Meet & Greet 		Resources needed: Chromebooks/Google Meet Math & Literacy Materials	Participation Outcome: Parent Feedback/Exit Tickets/Survey:											
Professional Development: <ul style="list-style-type: none"> ● PBIS Meetings 		Resources needed: PBIS materials	Feedback from Teachers:											
Follow Up and Support: <ul style="list-style-type: none"> ● PBIS Team ● Classroom Teachers ● Administration, Guidance Counselor, MHP, Behavior Analysis Team 														
Budgets used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													
Data used to Monitor and Evaluate Goal: <ul style="list-style-type: none"> ● Discipline Frequency Reports from EdGear/JPAMS, Monthly PBIS meetings, Faculty meetings, Teacher observations and behavior plans 														
Middle of the Year Monitoring Results/Areas for Improvement:														
End of the Year Results:														

STUDENTS WITH EXCEPTIONALITIES

- *Universal Design for Learning (UDL) Strategies can be used to adapt the curriculum so that it is differentiated and able to meet the various needs of all learners. ([UDL Strategies - Goalbook Toolkit \(goalbookapp.com\)](http://goalbookapp.com))*

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Goal #2 (SWE):

From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by 4 points each year as follows:

2020-2021 SPS	2021-2022 Goal	2022-2023 Goal	2023-2024 Goal

*Data will be entered upon LDOE release of SPS for SWE student group.

Describe policies and practices to identify disabilities early and accurately:

- LEAP 2025 assessment scores, teacher observation and data collection, IRLA and DIBELS screening

Team Reflection:

Describe structures to increase collaboration amongst general and special education teachers:

- Grade level PLCs and common planning times with the support of instructional coaches and admin

Team Reflection:

Supports and Strategies in Tier 1 (Core Instruction):

- IRLA, iReady, Guidebooks, Unique Learning, Eureka, Eureka Equip, Zearn (small group) Reflex Math/Writing Revolution, Achieve 3000

Resources needed:

Tier 1 Materials
Tier 2 Materials
Tier 3 Materials

Team Reflection:

Supports and Strategies in Tier 2 (Targeted Prevention):

- Amplify, IRLA, SPIRE, Project Read, Guidebook Support, Achieve 3000, Eureka, Zearn, Reflex Math, Ready Math

Science/Social Studies/Math/ ELA classroom materials

Supports and Strategies in Tier 3 (Intensive Individual):

- Amplify, IRLA, Project Read, Achieve 3000, Eureka Equip, Zearn, Reflex Math, iReady

Parent and Family Engagement Activity:

- Virtual Math/Literacy Nights
- Meet & Greet

Resources needed:

Chromebooks/Google Meet
Math & Literacy Materials

Participation Outcome:

Parent Feedback/Exit Tickets/Survey:

Professional Development:

- Virtual Math/Literacy Nights
- Meet & Greet

Resources needed:

Substitutes for PLC
IRLA Manuals & Materials
Chromebooks
Core Curriculum

Feedback from Teachers:

Follow Up and Support:

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<ul style="list-style-type: none"> • PLCs • Math and ELA Instructional Coaches • Curriculum Specialists (Math, Social Studies, ELA, Science) 														
Budgets used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													
Data used to Evaluate Goal: LEAP 360, LEAP 2025, iReady & Eureka Assessments, ELA common assessments														
Middle of the Year Monitoring Results/Areas for Improvement:														
End of the Year Results:														

<p>ENGLISH LEARNERS</p> <ul style="list-style-type: none"> • Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc. • Consider verbally interpreting: registration & enrollment process, counseling on eligibility for EL program, disciplinary hearings, orientation/back to school events, parent-teacher conferences, medical emergencies/nurse calls, school-wide announcements over intercom, meetings; etc. 		
<p>Goal #3 (English Learners): From Spring 2021 to Spring 2024, all EL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing), each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking Chart)</p>		
<p>Supports and Strategies in Tier 1 (Core Instruction):</p>	<p>Resources needed:</p>	<p>Team Reflection:</p>

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<ul style="list-style-type: none"> Learn English while simultaneously meeting challenging state academic content and student academic achievement standards and have full English language immersion with push-in support 	<p>Outreach documents for families</p>	
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> Programs include: <p>Achieve 3000</p> <p>IRLA</p>	<p>Robocalls</p> <p>Student's progress report in native language</p> <p>Interventionist</p>	
<p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> If the student does not show significant gains, the teacher implements and tracks the student's progress with Tier III interventions (for a minimum of 20 school days). If the interventions are unsuccessful, the SBLC with input from a Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation. 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> Virtual Math Night with EL support Meet and Greet Additional resources to supplement learning at home 	<p>Resources needed:</p> <p>Google Meets</p> <p>School Website</p> <p>Links and Resources</p>	<p><u>Participation Outcome:</u></p> <p><u>Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> Identification of ELs and Language proficiency levels Understanding and using LEP accommodations effectively SBLC considerations for EL learners 	<p>Resources needed:</p> <p>Data on S drive</p> <p>Progress Reports</p>	<p><u>Feedback from Teachers:</u></p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> 9-Weeks progress reports / EL progress tracker Classroom observations 	<p>SBLC Date/Paperwork</p>	

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- Small group observations (based on ELPT achievement scores)
- ESL teacher provides interventions for the classroom

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													

Data used to Evaluate Goal: LEAP/LEAP Connect ; IRLA Data monitored by Interventionist; Progress Reports; ELPT

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

4. PARENT AND FAMILY ENGAGEMENT

- *The school-wide plan 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 students (if applicable).*
- *The school-wide plan shall be available to the District, parents, and 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 the federal 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.*

Describe how the school communicates information to parents regarding curriculum, assessments, student progress, etc.:

- ASMS website, teacher webpages, classroom newsletters, robocalls, flyers, student agendas
- Virtual Math Night
- Virtual Literacy Night

Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:

- Representatives from all groups of school stakeholders are included in planning meetings, data analysis, PBiS
- Surveys are accessible on school website and parents are encouraged to complete the surveys and to provide feedback.
-

Resources Needed to Support Parent and Family Engagement:

- Postage
- Website

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													

Team Reflection:

5. INTERVENTIONS FOR AT-RISK STUDENTS

Process for determining student participation in school and classroom interventions and the process for monitoring the interventions:

- Students who scored Unsatisfactory, Approaching Basic, or Basic on the 2021 LEAP were Dibels tested. Students who scored unsatisfactory and approaching basic on the 2021 LEAP were screened for IRLA. DIBELS, IRLA, Project Read, District Assessments, LEAP2025

Describe how the school ensures that interventions do not replace core instruction:

- The school has designated an intervention time within the english language arts learning block to provide interventions to students who qualified based off of the DIBELS and IRLA screening.

Interventions/programs available for students in need (include grade levels and skills addressed):

- ELA: IRLA, Project Read, Achieve 3000
- Math: Tutoring, iReady
- Behavior: MHP, Counselor, FBA/BIP, Check In Check Out, Behavior Contracts, Safety Plan, FINS

Describe the process for ensuring progress monitoring is carried out and results are monitored:

- Progress monitoring will be carried out through ongoing assessments in IRLA, DIBELS, iReady, and EQUIP. Students will also be monitored in District Assessments and classroom common assessments.

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X														

Resources Needed to Support Interventions:

IRLA Materials, DIBELS materials, Achieve3000, Chromebooks, iReady, Equip, Behavior plan materials, Project Read materials

Middle of the Year Monitoring Results:

End of the Year Results:

6. SUPPORT AND EXTENDED LEARNING

Support and extended learning opportunities within the school day (field trips, art, music, etc.) <ul style="list-style-type: none"> • Art • Music • Band • Chorus • Enrichment during scheduled intervention time 		Resources needed: Art Supplies Musical Instruments Staff												
Extended learning opportunities beyond the school day and school year (e.g. 21st century, before or after school tutoring, credit recovery, etc.): <ul style="list-style-type: none"> • After School Tutoring 		Resources needed: Math curriculum supports Tutors Chromebooks												
Budgets used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X	X												
List programs that need to be evaluated and what data will be used to monitor and evaluate: <ul style="list-style-type: none"> • Teacher checklists and observations, classroom assessments, progress monitoring on MyPath and Equip, district assessments, LEAP 2025 														
Middle of the Year Monitoring Results/Areas for Improvement:														
End of the Year Results:														

7. COUNSELING SERVICES

A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. 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.

Services Provided by Mental Health Provider(s): <ul style="list-style-type: none"> • Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve 	Resources needed: MHP materials and incentives
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<p>academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life.</p> <ul style="list-style-type: none"> • 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. 																																													
<p>Services Provided by Counselor(s):</p> <ul style="list-style-type: none"> • Full-time school counselor provides one-on-one counseling services as needed based on requests of students, teachers, parents, and administration. • Counseling will increase academic achievement by helping students develop coping strategies to handle life stress. • Counselor provides lessons to students on substance and sexual abuse, technology safety, and career readiness. • Counselor promotes awareness of Drug and Alcohol abuse by organizing Red Ribbon Week activities. 										<p>Resources needed:</p> <p>Counselor materials</p> <p>Videos and lessons to support needs</p> <p>Career Surveys and Volunteers in a variety of professions</p>																																			
<p>Budgets used to support this activity:</p> <table border="1"> <thead> <tr> <th>Title I</th> <th>GFF</th> <th>Title II</th> <th>LA4</th> <th>IDEA</th> <th>Title III</th> <th>Title IV</th> <th>Perkins</th> <th>JAG</th> <th>Bonds</th> <th>DSS</th> <th>CDF</th> <th>ESSER</th> <th>SCA</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td align="center">X</td> <td align="center">X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>																Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	X	X													
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X	X																																												
<p>Team Reflection:</p>																																													

8. TRANSITION ACTIVITIES

Describe school-wide transition activities including those for Students with Exceptionalities, such as:

- *coordinating supports at key transition points and preparing students for successful transition within the PK-12 system and beyond;*
- *familiarizing the student and family with the structures, routines, and expectations of new settings/schools; and*
- *preparing students for postsecondary transition.*

<p>Transition Activities for Students:</p>										<p>Resources needed:</p>					
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<ul style="list-style-type: none"> • Welcome Warriors Event held in May for Abita Elementary 3rd graders to introduce them to Abita Middle. Traditionally this is an in person activity where the students are bused over to tour the school. During Covid years, this is a virtual event. • FJH team is invited to meet with our 6th graders in the spring semester to introduce the junior high, talk about scheduling, classes, clubs, activities, sports and general expectations and to answer student questions. Traditionally this is an in-person event, but in covid years it is virtual. • Some students with special needs who will be new students along with their parents are invited to tour the school and meet with teachers and administrators. • Our 6th grade SWE students are allowed to go with their teacher by school bus with parent permission to tour the junior high and meet teachers. 	<p>Transportation via Bus</p> <p>Tour Guides</p> <p>Google Meet</p>													
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> • Meet and Greet is held prior to the first day of school. All parents and family members are invited onto our campus to tour the school, and to meet teachers, administration, and support staff. 	<p>Resources needed:</p> <p>Staff</p> <p>Signs</p> <p>Roster Lists</p> <p>Teacher Information Sheets</p>													
<p>Participation Results:</p> <p>Feedback from Parents/Families:</p>														
<p>Budgets used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													

9. PROFESSIONAL LEARNING COMMUNITIES

PLCs provide collaboration time for groups of teachers including, but not limited to, core academics, Students with Exceptionalities, English Language, CTE interventionists, instructional coaches, and administration in order to:

- analyze student data to plan for individual lessons with embedded supports to address unfinished learning and
- plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, and study units within the curriculum.

Describe the structure/make-up of your PLC groups:

- 4th-6th ELA teams meet together with Assistant Principal and ELA Coach - Team collaboration for common planning, assessment building, data analysis, & student support
- 4th-6th Math teams meet together with Principal and Math Coach -Team collaboration for common planning, assessment building, data analysis, & student support

Resources needed:
 Curriculum materials
 Student Work/Assessments
 Substitutes for PLCs
 Chromebooks

Describe the format of your PLC groups (When? How often? How long?):

- Each grade level team meets once a month for 1 hour--ELA meets on Mondays/Math meets on Wednesdays
- One day is set aside each month for 2 hour PLCs for all grade level teams

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X		X												

Middle of the Year Reflection/Areas for Improvement:

End of the Year Feedback from Teachers:

Areas for Improvement:

10. OTHER PROFESSIONAL DEVELOPMENT

High quality and ongoing professional development for teachers, paraprofessionals, and other school personnel to improve instruction

Other Professional Development:

- District PD: Eureka, Guidebook, iReady, Actively Learn, IRLA, Project Read

Describe how the Instructional Coach will support your school (if applicable):

- Instructional coaches will work with teachers, provide ongoing support through PLC, data analysis, one-on-one coaching

Resources needed:

Curriculum materials
Substitutes
Chromebooks

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x	x													

Middle of the Year Reflection/Areas of Improvement:

End of the Year Feedback from Teachers:

Possible PD needs for next school year:

11. SCHOOL ADVANCEMENT PLANNING

<p>Describe how all parents will be included in the development of the school-wide plan (include the months that this will take place):</p> <ul style="list-style-type: none"> ● Meeting (virtual or live) will be held to go over the school-wide plan. A link is placed on the school website for parents to provide feedback that can be used to alter/update the plan if necessary. ● Exit tickets from family engagement events or link on website to provide feedback for specific virtual events
<p>Describe how and when the evaluation results of the school-wide plan are reported to the school's stakeholders (faculty, staff, parents/families, and community members):</p> <ul style="list-style-type: none"> ● Evaluation results of the school-wide plan will be shared during Open House to all stakeholders via broadcast. (Fall, 2022)
<p>Describe how and when the school-wide committee will meet and discuss school programs implemented, as outlined in this document, to determine effectiveness and to assist in planning:</p> <ul style="list-style-type: none"> ● November, 2021 - To review the plan and any programs to be implemented ● January, 2022 - SAP Team meet to determine whether or not plan is effective as written or if adjustments need to be made ● April/May, 2022 - SAP Team will meet to review all programs implemented during the 2021 school year to gauge effectiveness for future planning

2021-2024 Committee Members

<p><u>School-wide Planning Committee</u> Responsible for developing, monitoring, revising, and evaluating</p>	<p><u>Parent/Family Engagement Committee</u> Responsible for the implementation of the PFE activities</p>
<p>Members Include:</p> <ul style="list-style-type: none"> ● Administrator: Eddie Strohmeyer ● Teacher: Melanie Adcox, TRT ● Teacher: Angela Johnson ● Teacher: Yvette Morlier ● Parent/Family: Courtney Serpas ● Benjamin Miller 	<p>Members Include:</p> <ul style="list-style-type: none"> ● Administrator: Eddie Strohmeyer ● Teacher: Melanie Adcox ● Teacher: Angela Johnson ● Teacher: Yvette Morlier ● Parent/Family: Courtney Serpas

Abita Springs Middle 2021-2024

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Abita Springs Middle 2021-2024

DISTRICT ASSURANCES

- I certify that this school-wide plan was designed to improve student achievement with input from all stakeholders.

- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - A school-wide action plan with timelines and specific activities for implementing the above criteria

- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Principal Signature

Date

Supervisor Signature

Date

Superintendent Signature

Date