

Due October 15th

**2021-2024
SCHOOL ADVANCEMENT PLAN**

Abita Springs Elementary



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

Abita Springs Elementary 2021-2024

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
Math LEAP 2025 student assessment index scores from 2018-2021 grew from 74.1 to 86.4 which is a growth of 12.3.	Science LEAP 2025 student assessment index scores from 2018-2021 dropped from 68.1 to 61.6 which is a decline of 6.5.
ELA LEAP 2025 student assessment index scores from 2018-2021 grew from 89.3 to 90.5 which is a growth of 1.2.	On the 2020-2021 Math LEAP 2025, only 42% of third grade students scored Moderate (Basic) on the performance substrand of Expressing Mathematical Reasoning.
The CLASS Pre-K observations scores from 2019-2021 grew from 6.35 to 6.39 which is a growth of .04 and is also above the district average of 6.20.	On CLASS Pre-k observations, the dimension of quality of feedback declined from 5.72 to 5.18, which is a decrease of .54.
DIBELS Beginning of Year 2020 assessment 55% of 1st grade students scored Intensive. By the end of the year, only 7% of 1st grade students scored intensive.	On DIBELS End of Year 2020 assessment, 24% of kindergarten students still had a composite score of intensive.
From 2019-2021 LEAP 2025 ELA student assessment index scores for student performance groups in the subgroup of special education students scores grew from 63.8 to 71.6 which is a growth of 7.8.	From 2019-2021 LEAP 2025 ELA student assessment index scores for the subgroup of black or African American students declined from 78 to 57.5, which is a decrease of 20.5.
From 2019-2021 LEAP 2025 Math student assessment index scores for student performance groups in the subgroup of special education students scores grew from 57.6 to 76.8 which is a growth of 19.2.	On the 2020-2021 ELA LEAP 2025, only 35% of third grade students scored Moderate (Basic) on the performance substrand of written expression.

Abita Springs Elementary 2021-2024

<p>94.5% of parents surveyed in the Title 1 Parent Family Engagement stated that they felt viewed as a valuable stakeholder in the school and child's classroom.</p>	<p>67% of parents surveyed in the Title 1 Parent Family Engagement Survey stated that they did not know how to access the School Improvement Plan.</p>
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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 Spring 2021 to Spring 2024, the percentage of students in third grade achieving Mastery or Above on the LEAP 2025 in the category of Written Expression for students will increase by 3 percentage points each year.

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
3rd grade	35%	38%	41%	44%

Instructional Focus:

- Writing within Guidebooks (Daily Writing and Unit Tasks Writing)
- Evidenced-Based writing
- Writing Revolution
- Analyzing student writing

Resources needed:

- ELA Content Leader Modules 5 & 6
- The Writing Revolution book and website
- STPPS Writing Revolution Google Classroom
- GB Grammar & Writing guides
- GB Language Tasks
- Instructional Coach
- Headphones
- IRLA books
- Printers & Toner
- Colored paper
- Cardstock
- Whiteboards & Dry Erase Markers
- Material/Felt
- Colored Pencils/Markers/Highlighters
- Loose leaf paper
- Laminators/Laminator Sheets/Laminator Film
- Large Post-it tablets (anchor charts)

Team Reflection:

Abita Springs Elementary 2021-2024

	<ul style="list-style-type: none"> ● Colored pens 	
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Literacy Night- provide writing information and/or reading activities ● Weekly newsletters with writing activities or strategies to use at home ● Writing Revolution strategy of the month flyers ● Parent/Student family game night by using literacy games to teach curriculum in a fun and meaningful way 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Classroom Teachers ● Instructional Coach ● Books ● Google Meet ● Literacy Games 	<p><u>Number of Participants:</u></p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● ELA Content Leader Module 5 Developing Writing and Language Skills ● ELA Content Leader Module 6 Supporting All Students ● Using the Writing Rubric and the Modified Writing Rubric ● Lesson Planning for Writing within Guidebooks ● The Writing Revolution Focus on Specific Strategies ● Complete learning walks to observe teachers using writing techniques 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Curriculum Specialist ● Instructional Coach ● ELA Content Leader ● The Writing Revolution book & website ● LEAP 2025 Rubrics & Modified Rubrics ● GB guides ● STPPS ELA & TWR Google classrooms 	<p><u>Feedback from Teachers:</u></p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● ELA Content Leaders model writing lessons ● 4 Strategies for Effective Instruction ● PLC's will focus on: <ul style="list-style-type: none"> ○ analyze LEAP 360 BOY scores to identify areas of strengths and weaknesses to drive instruction ○ planning for writing instruction ○ using common assessments to evaluate writing and the TWR strategies ○ analyze student writing using writing rubrics ○ tracking student writing 		
<p>Budgets used to support this activity:</p>		

Abita Springs Elementary 2021-2024

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:

- EOY LEAP 2025
- Progress Monitoring: LEAP 360, LEAP 360 Interim, unit tasks, teacher created unit assessments
- GB Unit tasks: Culminating writing tasks, extension tasks, cold read tasks
- GB 2020- Section Diagnostics and culminating tasks

Observations:

- An administrator will visit all 4 ELA classrooms at least once a month to conduct a snapshot.
- Teacher self-reflection/evaluation of student growth in writing

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 3rd grade achieving Mastery or Above on the LEAP 2025 in the reporting category of Expressing Mathematical Reasoning (Type II tasks) will increase by 3 percentage points each year.

* Goal unavailable for 2021-2022 year for K-2. Will change the goal to add address K-2 when we have data.

* 2022 K-2 Math District End-of-Year Assessment results will indicate and reflect areas of need within the reporting category of **Expressing Mathematical Reasoning** for grades K-2 through submission of scoring companion.

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
Kindergarten	Unavailable			
1st grade	Unavailable			

Abita Springs Elementary 2021-2024

2nd grade	Unavailable			
3rd grade	41%	44%	47%	50%

<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● We will “express mathematical reasoning by constructing mathematical arguments and critiques” (written arguments/justifications, critique of reasoning, or precision in mathematical statements, facilitating productive mathematical discussions/discourse) in Kindergarten through third grade. 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Great Minds Curriculum Resources - inSync, Equip, Navigator, & Affirm ● STPPS Guaranteed Curriculum & Google Classrooms ● Louisiana Believes State Planning Documents ● Instructional Coach 	<p><u>Team Reflection:</u></p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Parent/Student family game night by using math games to teach curriculum in a fun and meaningful way ● Problem Solving Strategy of the Month flyer to support at-home learning. 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Teachers ● Math Games/Virtual Resources ● Google Meet 	<p><u>Number of Participants:</u></p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Mathematical practices- focus primarily on MP.1 (make sense of problems and persevere in solving them), MP.3 (construct viable arguments and critique the reasoning of others), MP.6 (attend to precision to develop mathematical communication skills to develop clear and precise language in the discussion of their reasoning.) ● 5 Practices for Productive Mathematical Discourse ● Examining mistakes/misconceptions for effective feedback 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Curriculum Specialist ● Instructional Coach ● Math Content Leader ● manipulatives ● printers ● toner ● colored paper ● dry erase markers ● dry erase white boards ● dry erase materials ● pencils ● laminating film 	<p><u>Feedback from Teachers:</u></p>

Abita Springs Elementary 2021-2024

<ul style="list-style-type: none"> ● Every other month Zearn, Eureka, Equip, Affirm, updates provided by the instructional support team 	<ul style="list-style-type: none"> ● laminator ● poster machine ink ● large post it tablets 	
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Math Content Leader model lessons ● PLCs will focus on planning for purposeful task selection, monitoring development, anticipating student strategies for solving problems, monitoring development, selecting student work, & connecting student work to the overall goal of the unit ● Curriculum Specialist provide specific PD based on goal identified/follow-up support, as needed ● Curriculum Specialist support to Content Leaders & Math Instructional Coach Support ● Instructional Coach - Model lessons to support productive math discussion and strategies for delivering effective feedback and analysis of student work 		

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:

- EOY: 3rd grade LEAP 2025 , K-2 Math District Assessments
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 interim, Unit tasks and teacher created standards-based assessments

Observations:

- An administrator will visit every K-3rd grade math classroom at least once a month to conduct a snapshot.
- Teacher self-reflection/evaluation of student growth in mathematical reasoning.

Abita Springs Elementary 2021-2024

<ul style="list-style-type: none"> ● Interim LEAP 360 data to track progress toward LEAP Type II tasks (3rd grade) ● Assessment Items specifically focused on Expressing Mathematical Reasoning (K-2 Benchmark assessment items)
Middle of the Year Monitoring Results/Areas for improvement:
End of the Year Results:

Goal #3
 By the end of the 2023-2024 school year, the total domain average on the CLASS observation tool will be in the excellent range at 6.00-7.00 for Pre-K-2nd grade levels.

Grade Level	Spring 2020-2021	Fall 2021-2022	Spring 2021-2022	Fall 2022-2023	Spring 2022-2023	Fall 2023-2024	Spring 2023-2024
Pre-K	6.39						
K	UNAVAILABLE						
1st grade	UNAVAILABLE						
2nd grade	UNAVAILABLE						

Instructional Focus: <ul style="list-style-type: none"> ● Increase the quality of classroom interactions among teachers and students to improve the depth of knowledge and skills related to the dimensions in the Instructional 	Resources needed: <ul style="list-style-type: none"> ● 3 MIL Thermal Laminating Pouches 	Team Reflection:
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Abita Springs Elementary 2021-2024

<p>Support Domain:</p> <ul style="list-style-type: none"> ○ Concept Development ○ Quality of Feedback ○ Language Modeling 	<ul style="list-style-type: none"> ● Thermal Laminator ● CLASS Dimension Guides 	
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Literacy Night- provide Concept Development and Language Modeling information or activities ● Math Night - game night for families; providing information on how to connect mathematical concepts with their child at home. 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Teachers ● Instructional Coaches ● Books ● Math games ● Literacy games 	<p><u>Number of Participants:</u></p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● CLASS Dimensions/Indicators- connections with the curriculum and how to deepen student learning through the HOW? process. 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Instructional Coach ● CLASS Dimension Guides ● CLASS: Teachstone website ● CLASS Primer for Teachers ● District CLASS Google Classrooms ● Anchor Charts ● Post-its ● Markers ● Tape ● Cardstock ● Colored Ink ● Personal Laminators ● Laminating sheets ● Dry erase markers 	<p><u>Feedback from Teachers:</u></p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Instructional Coaches follow up/Feedback with teachers ● Focus on individual teacher goals based on CLASS observations. ● PLCs to go in depth to connect CLASS, Curriculum and Standards 		

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:

- Instructional Coach follow-up with informal snapshots of the classroom as needed based on CLASS Observation scores.

Observations:

- FALL/SPRING CLASS Observations by district Personnel
- FALL/SPRING Third Party State CLASS Observations = 50% of classrooms

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 0.5 % points each year as follows:

2020-2021 %	2021-2022 %	2022-2023 %	2023-2024 %
4.26	3.76	3.26	2.76

Abita Springs Elementary 2021-2024

<p>Tier 1 (School wide): Character Word of the Week, weekly social skills lessons (Auto Be Good), positive behavior reinforcement, , least invasive behavior corrections, seating charts, school counselor/ MHP guidance lessons on character and social emotional competencies, supportive counseling, Citizen of the Month, Most Improved of the Month, Fabulous Friday, 100 Compliments, Student of the Week, attendance reward, Bee-havior Bash</p> <p><u>Triad of Instruction:</u></p> <ul style="list-style-type: none"> ● Second Steps (PK-K) ● Classroom Management Plan ● Weekly Social Emotional Learning on Google Classroom ● PBIS ● Development of classroom culture ● Supportive counseling not occurring on a regular basis ● Classroom Guidance Lessons 	<p>Resources needed:</p> <p>Second Steps Kits Professional Development Student rewards Certificates Classroom Management Plans</p>	<p><u>Team Reflection:</u></p>
<p>Tier 2 (Targeted Prevention): Calming corners, check in check out, parent conferences</p> <ul style="list-style-type: none"> ● Targeted social skills instruction ● Student specific reinforcement system ● Peer Based Supports ● Behavior Contracts ● Mental Health Counseling Services Individual and Group ● Classroom Groups ● Small group counseling groups ● Check in/Check out 		
<p>Tier 3 (Intensive Individual): referrals to wrap around community supports, home/ school plans to improve relationships and create proactive plans</p> <ul style="list-style-type: none"> ● FBA & BIP ● Safety Plan ● Daily, explicit social skill instruction ● Crisis Intervention Plans ● Mental Health Counseling Services Individual and Group ● Crisis Intervention Services 		

Abita Springs Elementary 2021-2024

<ul style="list-style-type: none"> ● CSoC (Coordinated System of Care wrap-around referral) ● FINS (Families in need of services referral) 														
Parent and Family Engagement Activity: <ul style="list-style-type: none"> ● Counselor’s Corner on the school website ● Quarterly Zoom with counselor to share parenting strategies and answer parent questions 		Resources needed: Website Videos Camera with microphone	Participation Outcome: Parent Feedback/Exit Tickets/Survey:											
Professional Development: <ul style="list-style-type: none"> ● Classroom Management Plan trainings ● Triad of Instruction trainings 		Resources needed: JPAMS Data Classroom Management Plans	Feedback from Teachers:											
Follow Up and Support: <ul style="list-style-type: none"> ● Classroom Observations-Proactive Classroom Management plans ● Coaching ● Monthly monitoring of discipline data for major behaviors 														
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"> ● JPAMS Discipline data (Major) will be reviewed every month to determine the percentage of discipline referrals, identify the location with the most referrals, identify the incident with the most referrals, and identify groups (grade levels, teachers, etc.) that are receiving more referrals than others. ● Grade Chair focus group to identify recurring minor behaviors in the classroom 														
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))*

Goal #2 (SWE):

From Spring 2021 to Spring 2024, the SPS for the SWE student group in 3rd grade will increase by 3 points each year as follows:

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

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

Describe policies and practices to identify disabilities early and accurately:

- SAT – Student Assistance Team: Counselor, pupil appraisal representative, speech therapist, teacher, ODR, parent
- Teachers meet with principal regarding concerns for specific students, begin interventions, and are brought up to SAT
- SAT meets weekly to address/develop needed interventions for students (completed by classroom teacher), monitor progress of interventions, refer students as necessary to Pupil Appraisal for evaluation, and refer students as necessary for 504 evaluation and plans
- DIBELS RAN and Spelling tests to identify students who may show early signs of reading difficulties

Team Reflection:

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

- Resource teachers support classroom teachers for inclusion of SWD in the regular classroom
- Teacher to teacher communication forms between the SWE teacher and the Regular Ed teacher 3 times each nine weeks

Team Reflection:

Supports and Strategies in Tier 1 (Core Instruction):

- (School-Wide) IRLA, ReadyGen, Guidebooks, Amplify Reading, Writing Revolution, Eureka

Resources needed:

- GB Resources
- TWR book and website
- STPPS Guaranteed Curriculum & Google Classrooms

Team Reflection:

Abita Springs Elementary 2021-2024

<p>Math, Eureka In Sync, Eureka Equip, Eureka Affirm, Reflex Math</p>	<ul style="list-style-type: none"> ● Computers ● Headphones ● IRLA books ● Printers & Toner ● Colored paper ● Cardstock ● Whiteboards & Dry Erase Markers ● Material/Felt ● Colored Pencils/Markers/Highlighters ● Loose leaf paper ● Laminators/Laminator Sheets/Laminator Film ● Large Post-it tablets (anchor charts) ● Colored pens 	
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> ● Amplify Instruction, IRLA, S.P.I.R.E., Project Read, Fast ForWord, Guidebook Support, Eureka Equip, Zearn, Reflex Math 		
<p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> ● Amplify Instruction, IRLA, S.P.I.R.E., Project Read, Fast ForWord, Guidebook Support, Eureka Equip, Zearn, Reflex Math 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Literacy/Math night ● One on one virtual meeting with SWE parents to address student needs/concerns ● Quarterly progress notes 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Teachers ● Instructional Coaches ● Books ● Math games 	<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"> ● ELA Content Leader ● Math Content Leader ● 4 Strategies of Effective Learning ● Using the Writing Rubric and the Modified Writing Rubric ● Lesson planning/unit planning for Guidebooks ● The Writing Revolution Overview and focus on specific strategies ● Project Read – Phonics, Linguistics, Written Expression 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Curriculum Specialist ● Instructional Coach ● The Writing Revolution book & website ● LEAP 2025 Rubrics & Modified Rubrics ● GB guides ● STPPS ELA & TWR Google classrooms 	<p><u>Feedback from Teachers:</u></p>

Abita Springs Elementary 2021-2024

<ul style="list-style-type: none"> ● Amplify ● Ready Gen ● Zearn ● Eureka Math, In Sync, Affirm, Equip ● Reflex Math ● DIBELS ● IRLA ● Discovery Education ● Accountable talk/mathematical discussions ● SER, FBA, BIP trainings ● Monthly SWE consultants meetings 		
<p>Follow Up and Support:</p> <p>Leadership Team (Administrators, Content Leaders, Instructional Coaches, Curriculum Specialists, Interventionists, SWE Consultants)</p> <ul style="list-style-type: none"> ● ELA and Math Content Leader Module Support and Training ● Model lessons - Instructional Strategies, pedagogy and scaffolding ● Purposeful planning for student tracking toward progress of identified standards and/or IEP goals. ● Analyzing assessments, feedback and next steps ● Walk Through and Look fors 		

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													

Abita Springs Elementary 2021-2024

Data used to Evaluate Goal: EOY LEAP 2025
Middle of the Year Monitoring Results/Areas for Improvement:
End of the Year Results:

ENGLISH LEARNERS

- 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.

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>Supports and Strategies in Tier 1 (Core Instruction):</p> <ul style="list-style-type: none"> • The focus of the instructional program for ELs in STPPS is to learn English while simultaneously meeting challenging state academic content and student academic achievement standards. • GRADES K-3: Full English language immersion with push-in support. • Amplify Reading 	<p>Resources needed:</p> <ul style="list-style-type: none"> • GB Resources • TWR book and website • STPPS Guaranteed Curriculum & Google Classrooms • Computers • Headphones • IRLA books • Printers & Toner • Colored paper • Cardstock • Whiteboards & Dry Erase Markers • Material/Felt • Colored Pencils/Markers/Highlighters 	<p><u>Team Reflection:</u></p>
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p> <p>Programs include:</p> <ul style="list-style-type: none"> • Fast ForWord/Reading Assistant 		

Abita Springs Elementary 2021-2024

<ul style="list-style-type: none"> ● IRLA (supplement to core classroom instruction) 	<ul style="list-style-type: none"> ● Loose leaf paper ● Laminators/Laminator Sheets/Laminator Film ● Large Post-it tablets (anchor charts) ● Colored pens ● Manipulatives 	
<p>Supports and Strategies in Tier 3 (Intensive Individual): If the student does not show significant gains, the teacher implements and tracks the student's progress with Tier III interventions as long as needed (for a minimum of 20 school days.) If the interventions are unsuccessful, the input from the Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation.</p> <p>Programs include:</p> <ul style="list-style-type: none"> ● Project Read ● IRLA (supplement to core classroom instruction) 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Literacy/Math night ● Quarterly progress notes ● Additional resources to supplement learning at home 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Teachers ● Instructional Coaches ● EL Team (Elena Dieck & Lynn Upchurch) ● Books ● Manipulatives ● Math Games 	<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 to differentiate instruction ● Modifying curriculum to be more accessible to EL students ● Understanding and using LEP accommodations effectively 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● District EL Team ● EL Outreach Document for families i.e. provide school documents, robocalls, and summer learning brochure in the parent's native language 	<p><u>Feedback from Teachers:</u></p>

Abita Springs Elementary 2021-2024

<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● EL Team on campus ● Whole classroom observations ● Small group observations (based on ELPT achievement scores) ● EL Team presentations and Q & A during PLC ● ESL Integration Specialist meets with classroom teacher upon request to provide interventions for the classroom 		
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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: ELPT BOY AND EOY TEST

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.:

- Open House
- Back to School Night
- Virtual Learning
- IEP, 504, IAP meetings
- Planner/Agendas- given to all 2nd and 3rd grade students to organize assignments and communicate with parents regarding student progress, curriculum, and assessments
- Weekly Classroom Newsletters- every classroom teacher sends a newsletter on Monday to communicate curriculum, assignments, assessments, and parent events for the school.
- Newsletters are posted on Google Classroom.
- School-wide Flyers- Parent events and important school information are sent home on colored paper frequently.
- All teachers are required to call all parents and introduce themselves at the beginning of the school year.
- Progress reports are sent for All SPED and EL students with their report card each grading quarter.
- Parents have 24-hour access to student grades on JPAMS Student Progress Center.
- Robo calls and texts are sent out to communicate events to parents.
- Open House Google Meet Classroom meetings- Information shared with parents to learn curriculum expectations.
- Interims – sent home to all students with a D or F average at the middle of each grading period.
- Report cards – sent home each grading period to inform parents about student progress.
- Individual Parent Teacher conferences in-person or virtual are held as needed throughout the school year.
- Parents attend SAT (Student Assistance Team) virtual meetings to determine areas of weakness for their child's education and plan interventions to address them.
- If necessary, parents will participate in the decision to conduct an evaluation for special education or 504 services. Parents attend annual 504 meetings with teacher and counselor to develop an IAP (Individual Accommodation Plan)
- Parents attend family Game night for all students and parents to practice math and reading skills that help enhance and explain reading and math curriculum.

Abita Springs Elementary 2021-2024

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

- Parent Survey
- Stakeholders requested to view school website for SAP plan
- Coffee with the principal meeting to get stakeholder input
- Administration attends all PTO meetings to discuss school updates with parents.
- Administration has an open-door policy to allow parents, community members, students, and staff unlimited opportunities to give feedback and make suggestions regarding spending, programs, school needs, and to voice concerns.
- Parents attend in-person or virtual conferences with teachers and administration to discuss student academic, social, and behavioral progress/concerns
- Parents attend (at least annually) IEP meetings for special education students to develop individual education plans for their child.
- Parents attend SAT (Student Assistance Team) in-person or virtual meetings to determine areas of weakness for their child’s education and plan interventions to address them.
- If necessary, parents will participate in the decision to conduct an evaluation for special education or 504 services.
- Parents attend annual 504 in-person or virtual meetings with teacher and counselor to develop an IAP (Individual Accommodation Plan)

Resources Needed to Support Parent and Family Engagement:

- Colored Paper
- copies
- copy paper
- Website
- JPAMS Robo calls and text
- Postage
- Agendas for 2nd and 3rd grade
- monthly teacher letters
- Games for family night

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:

- Readiness results are used to identify students who need interventions/acceleration – District Readiness Assessment in ELA and Math for Grades 1 and 2; LEAP 360 for Grade 3, TSGold for Pre-K, DRDP for Kindergarten; DIBELS for Kindergarten to 3rd Grades;
- IRLA (Individualized Reading Level Assessment) is used to determine phonics interventions for students in Kindergarten to 2nd grade: This data is analyzed by teachers, administration, and TRT. Students who score below Benchmark in DIBELS and are not proficient on other assessments are selected for individualized classroom interventions based on individual instructional needs, Weekly assessments are used by the classroom teacher to determine needed interventions on an on-going basis.
- New student assessments from previous school are used to determine if interventions are needed. If no assessments are available from the previous school, the TRT or individual teacher will administer needed assessments.

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

- School wide intervention blocks
- Tutoring schedules submitted to show intervention times

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

- **K-3: ELA Interventions**
 - Project Read - Addresses phonological awareness skills
 - IRLA - Addresses foundational reading skills
 - Amplify Instruction - Addresses phonological awareness skills and foundational reading skills
 - Fast Forward - Addresses speech and language needs
 - SPIRE (pilot) - Addresses phonological awareness skills and foundational reading skills
- **K-3: Math Interventions**
 - Eureka Equip - Identifies and addresses gaps in knowledge so students can engage in grade-level content
 - Zearn - Addresses gaps in knowledge so students can engage in grade-level content
 - Reflex Math (2nd-3rd) - Addresses fluency needs

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

- The TRT and ELA Instructional Coach/Interventionist will check bi-weekly progress monitoring on the Amplify website.
- The TRT and ELA Instructional Coach/Interventionist will meet with teachers to make sure they are using the correct progress monitoring forms.
- Meet with teachers to analyze the data from progress monitoring to adjust interventions as needed

Budgets used to support this activity:

Abita Springs Elementary 2021-2024

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

Resources Needed to Support Interventions:

computers, headphones, IRLA toolkits and circulating libraries, IRLA books, ELA & Math multi-sensory manipulatives, loose leaf paper, cardstock, laminator, laminating sheets, dry erase boards, dry erase markers, felt/material, colored pens, markers, crayons, highlighters, anchor chart paper, pencils, erasers, pencil grips, colored toner ink, books (Math & ELA)

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.)

- Violin
- Art
- Music
- PE
- Library
- Guidance

Due to COVID- 19 restrictions we are limited with what we can offer students.

Resources needed:

paper
cardstock
PE equipment
books
character materials
character videos

Extended learning opportunities beyond the school day and school year (e.g. 21st century, before or after school tutoring, credit recovery, etc.):

- Students are offered Before and After school care where they can complete homework with help from the staff.

Resources needed:

staff
toys
pencils
markers
scissors
glue

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													

List programs that need to be evaluated and what data will be used to monitor and evaluate:

- Art, Music, PE, Library, and guidance are all evaluated twice a year by an administrator.

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):

- 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 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.
- Works with Kindergarten and 1st grade students 30 minutes every week on social skills in the classroom
- Works with Assistant Principal to monitor behavior concerns and plan interventions
- Manages Tier III behavior students
- Contacts parents of students with excessive tardies, absences, and lack of homework
- Provides one-on-one counseling as needed
- Works with school counselor to introduce new students to our school by providing tours, and monitoring for adjustment

Resources needed:

paper
printer
toner
cardstock
chart paper

Services Provided by Counselor(s):

- Counselor oversees SAT (Student Assessment Team)
- Works with 2 nd and 3rd graders 30 minutes every week on social skills in the classroom
- Provides one-on-one counseling as needed
- Works with MHP to introduce new students to our school by providing tours, and monitoring for adjustment
- ODR for IEPs

Resources needed:

Paper
Toner
Printer
Therapeutic tools
Therapeutic books
Crayons

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:

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> <ul style="list-style-type: none"> ● TRT provides tours for new parents and students ● MHP and Counselor monitor new students for adjustment to our school ● Administration meets with new parents to discuss student placement ● 3rd Grade visits the Middle School in May to prepare for 4th grade 	<p>Resources needed:</p> <p>paper cardstock printer toner</p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● PreK Parent Orientation in August ● Pre-K parent meeting held at the end of Pre-K to help orient parents of what to expect in Kindergarten ● Meet and Greet Night for parents and students to meet the teacher ● SWE teachers have a zoom/in person meeting with parents of students to discuss the needs and expectations for each student for the upcoming school year. 	<p>Resources needed:</p> <p>computer projector speakers card stock paper printer toner bulletin board paper bulletin board decorations</p>
<p>Participation Results:</p> <p>Feedback from Parents/Families:</p>	
<p>Budgets used to support this activity:</p>	

Abita Springs Elementary 2021-2024

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:

- Pre-K-3rd grade teachers will meet with the instructional team for 3.5 hours per month during the school day to analyze data to drive instruction using the following programs: IRLA, ReadyGen, Guidebooks, OWL, CLASS, and all components of Eureka.

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

- PLC meetings will occur monthly for 3.5 hours per grade level.
- They will occur when subs are available.

Resources needed:

IRLA
 ReadyGen
 Guidebooks
 OWL
 CLASS
 Eureka
 computer
 teachers
 coaches
 curriculum specialist
 TRT
 Writing Revolution
 paper
 cardstock
 printer
 toner
 chart paper
 poster machine
 poster machine ink
 highlighters
 post its
 markers
 paper clips
 binders
 folders
 staplers
 staples

Abita Springs Elementary 2021-2024

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:

- Our Math and ELA Teacher Leaders attend a total of 9 professional development days held by the district. They will redeliver this information to the staff.
- Professional Development is presented by the TRT for various technology and academic topics.
- Prek attends parish- wide professional developments.
- District Curriculum Specialists present on their speciality areas on campus.
- District level Professional Development is offered during the summer at Summer Institute as well as throughout the year. Courses are listed on GSMU.
- New teachers may attend parish sponsored BOOST sessions on various topics.
- Administration attends monthly PD during the Principal/Assistant Principal Meeting.
- The TRT attends monthly PD and TRT meetings during the year.
- SWE team meets monthly with district updates and procedures.
- Assistive technology team meets with AT liaison monthly with district updates and procedures.

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

- Lead PLC meetings to help teachers analyze data to drive instruction
- Meet with teachers individually to address concerns needed to be successful in the classroom
- Provide Professional Developments to support curriculum needs

Resources needed:

IRLA
 ReadyGen
 Guidebooks
 OWL
 CLASS
 Eureka
 computer
 teachers
 coaches
 curriculum specialist
 TRT
 Writing Revolution
 paper
 cardstock
 printer
 toner
 chart paper
 poster machine
 poster machine ink
 highlighters
 post its
 markers
 paper clips
 binders
 folders
 staplers
 staples

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
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Abita Springs Elementary 2021-2024

X	X													
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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

Describe how all parents will be included in the development of the school-wide plan (include the months that this will take place):

- Create a summary of the SAP and distribute to parents and obtain feedback through a feedback form.
- SAP is posted on the website and a comment button is included to obtain feedback (a ROBO call will notify parents that the SAP is available on our website.)
- Spring 2021 Title I Parent/Family Survey results will be used to design the SAP.

Abita Springs Elementary 2021-2024

- PTO members are invited to a meeting (Sept.) where the principal asks for input for the upcoming school year.
- Parents are invited to give anonymous feedback through our website.
- Parents on the SAP committee will meet by Zoom with the SIP Committee to review the rough draft of the SAP. (October)

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):

- A robo call is sent out to parents to inform them that the evaluation results are on the website
- Teachers/staff are given copies of the results at a faculty meeting
- A summary of the SAP evaluation is distributed to parents and feedback is encouraged
- A summary of the SAP evaluation is posted on the school website

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:

- The SAP team will meet in October to discuss the SAP plan
- The SAP team will have meetings throughout the year as needed to adjust the SAP plan.

2021-2024 Committee Members

School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

Members Include:

- **Administrator:** Rebecca Stogner
- **Teacher:** Belinda Castello
- **Teacher:** Summer Holliday
- **Teacher:** Monique McNab
- **Parent/Family:** Sarah Bransetter
- **Parent/Family:** Tiffany Nunez
- **Community Member:** Katy Bruno

Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

Members Include:

- **Administrator:** Rebecca Stogner
- **Teacher:** Belinda Castello
- **Teacher:** Summer Holliday
- **Teacher:** Monique McNab
- **Parent/Family:** Sarah Bransetter
- **Parent/Family:** Katy Bruno

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