

**2021-2024
SCHOOL ADVANCEMENT PLAN**

Pontchartrain Elementary



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

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><i>Increased the school-baseline average of students scoring Mastery or Advanced in both ELA and Math from 65% from the years of 2013-2017 to the average of 80% of students scoring Mastery or Advanced annually over the years of 2017-2021 while simultaneously decreasing the percentage of students scoring Basic/Approaching Basic/Unsatisfactory from 35% to 20% over the same time period.</i></p>	<p>Over 3 of the past 4 years where LEAP 2025 Index Scores (2018, 2019, 2021) were available, students in the Economically Disadvantaged subgroup consistently scored more than an average of 25 Index Points below the Non-Economically Disadvantaged subgroup across each content area between 2018 and 2021.</p> <ul style="list-style-type: none"> ● Scoring an average of 25.3 Index Points lower in ELA ● Scoring an average of 27.7 Index Points lower in Math ● Scoring an average of 28.6 Index Points lower in Science ● Scoring an average of 28.2 Index Points lower in Social Studies
<p><i>Achieved 35% Advanced + 46% Mastery in ELA and 30% Advanced and 51% Mastery in Math on the 2020-2021 LEAP 2025 during a Pandemic year compounded by both virtual and distant learning.</i></p>	<p>Over 3 of the past 4 years where LEAP 2025 Index Scores (2018, 2019, 2021) were available, students in the Special Education subgroup consistently scored more than an average of 29.8-42.3 Index Points below the Regular Education subgroup across each content area between 2018 and 2021.</p> <ul style="list-style-type: none"> ● Scoring an average of 41.5 Index Points lower in ELA ● Scoring an average of 42.3 Index Points lower in Math ● Scoring an average of 29.8 Index Points lower in Science ● Scoring an average of 37.5 Index Points lower in Social Studies
<p><i>Increased the school baseline average of students scoring Advanced in ELA and Math from 13.4% and 20.25% from the years of 2013-2017 to averaging 23% (76% increase) and 26.75% (25% increase) of students scoring Advanced annually over the years of 2017-2021.</i></p>	<p>Over 3 of the past 4 years where LEAP 2025 Index Scores (2018, 2019, 2021) were available, students in the Hispanic/Latino and Black/African American subgroup consistently scored less Index Points across each content area than the Whole School Index Score between 2018 and 2021.</p> <ul style="list-style-type: none"> ● Scoring an average of 73.4 and 92 Index Points respectively ELA as compared to 102.2

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	<ul style="list-style-type: none"> • Scoring an average of 83.8 and 87.5 Index Points respectively in Math as compared to 102 • Scoring an average of 41.9 and 58.4 Index Points respectively in Science as compared to 84.1 • Scoring an average of 57.1 and 61.4 Index Points respectively in Social Studies as compared to 78.6
<p><i>Increased the school baseline average of students scoring Mastery in ELA and Math from 50.75% and 43% from the years of 2013-2017 to averaging 57.5% (13% increase) and 52.75% (22.7% increase) of students scoring Mastery annually over the years of 2017-2021.</i></p>	<p>An increase in the annual percentage of incoming Kindergarten students scoring Intensive and/or Strategic in DIBELS Beginning of the Year (BOY) Assessments from 2017-2021 as compared to the 4 year baseline previously established from 2013-2017.</p> <ul style="list-style-type: none"> • An average 16.5% of Kindergarteners scoring Intensive in BOY DIBELS (2013-2017) as compared to an average of 19% of incoming Kindergarteners (2017-2021) • An average 12.5% of Kindergarteners scoring Strategic in BOY DIBELS (2013-2017) as compared to an average of 18.5% of incoming Kindergarteners (2017-2021)
<p><i>Decreased the school baseline average of student scoring Basic in both ELA and Math from 24% and 25.75% from the years 2013-2017 to averaging only 10.25% (57% decrease) and 11.5% (55% decrease) of students scoring Basic respectively over the years of 2017-2021.</i></p> <p><i>Decreased the school baseline average of student scoring Approaching Basic in both ELA and Math from 7.25% and 7% from the years 2013-2017 to averaging only 5% (31% decrease) and 5.25% (25% decrease) of students scoring Approaching Basic respectively over the years of 2017-2021.</i></p>	
<p>Over the past 3 of 4 years where data is available, DIBELS data has shown an annual increase of 19-28% in the percentage of Kindergarten students scoring at or above benchmark scores from the Fall Benchmarks to Spring and/or Winter Benchmarks</p> <ul style="list-style-type: none"> • 2017-2018: 62% At/Above Benchmarks to 83% at Fall Benchmarks (+19%) • 2018-2019: 66% At/Above Benchmarks to 85% Winter Benchmarks (+19%) 	

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53% At/Above Benchmarks to 81% Fall Benchmarks (2020-2021) (+28%)	
A strength pertaining to our school-wide Positive Behavior Intervention and Supports program, unified restorative discipline, and Tier 1 supports utilized across Campus is evidenced in a consistent annual pattern in a reduction in the number of students suspended as compared to the National Elementary School suspension rate of 5.2% - from 2016 to 2021 - Pontchartrain has averaged less than 1.9% suspension rate.	
<i>An emphasis on Early Literacy has been evidenced in Kindergarten Trend Data by decreasing the average baseline percentage of students scoring Intensive on EOY DIBELs from an average baseline of 14% of Kindergarten students from the years of 2013-2017 to a decreased average of only 7.25% of Kindergarten students scoring Intensive annually over the years of 2017-2021; conversely, increasing the percentage of Kindergarten students scoring Benchmark or Above on the Spring Benchmarks from 67.75% to an average of 84% scoring Benchmark or Above over the same time period.</i>	

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 3rd grade achieving Strong (Mastery or Above) on the LEAP 2025 in the sub-category of **Written Expression** will increase by 1 percentage point each year as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
3rd	61%	62%	63%	64%

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<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Writing within ReadyGEN and Guidebooks (Daily Writing and Unit Tasks Writing) ● Evidenced- Based Writing as aligned to the grade level rubric ● Engage students in various types of writing (Narrative, Opinion, Informative) as they respond to grade-level ● Support vertical alignment of skills by the analysis of Student Writing samples ● Cross-curricular focus of Written Expression across content areas 	<p>Resources needed:</p> <ul style="list-style-type: none"> - Universal Writing Plan and Rubric - ELA Content Leader Module Resources - Grade-Level Exemplars for the various types of Writing - The Writing Revolution Book, Website and District Google Classroom - STPPS Writing Revolution Google Classroom - GB Grammar Guide (grade level writing samples) - GB Writing Guide 	<p>Team Reflection:</p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Information on specific Writing Revolution strategies to use at home ● Letter writing activity with family activities ● Anchor charts and writing rubrics for parents to support instruction at home 	<p>Resources needed:</p> <ul style="list-style-type: none"> - Grade-Level Exemplars for the various types of Writing - ELA Learning Night - Teacher Newsletters - Content Leader Tutorial Videos for Parent Support 	<p>Number of Participants:</p> <p>Summary of Parent Feedback/Exit Tickets/Survey:</p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● ELA Content Leader Module Redelivery ● Using the writing rubric and the modified writing rubric ● Lesson planning for writing with guidebooks ● The Writing Revolution Overview ● Universal Scaffolded Graphic Organizer to guide writing ● Universal Scaffolded Rubric to Guide Writing Assessment 	<p>Resources needed:</p> <ul style="list-style-type: none"> - B-Day Subs for PLC's - Stipend Hours for Vertically Aligned Review across Grade-Level Teams - Student Work Samples for Shared Review - Reflective Conversations Feedback Form for Teacher PD Opportunities following modeled lessons. 	<p>Feedback from Teachers:</p>
<p>Follow Up and Support:</p>		

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- ELA Content Leaders model writing lessons; ELA Content Leader Writer’s Workshop PD Sessions
- PLCs will focus on
 - planning for writing instruction (within GB lessons/units)
 - using common assessments to evaluate writing and TWR strategies
 - analyzing student writing using the writing rubric across Grade-Levels to support vertical alignment

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:

- Quarterly Review of Performance Based Assessments (K-2)
- LEAP 360 Diagnostic Data at BOY/Interim Benchmarks

Observations:

- Instructional Leadership Team Walk-Throughs
- Guided Learning Walks w. Content Teams
- Informal Teacher Snapshots and Annual COMPASS Observations

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 Strong (Mastery or Above) on the LEAP 2025 in the category of Major Content in Math will increase by 1 percentage point each year as follows:

**If you wish to identify a subcategory within Major Content (ex: Solve Problems with Any Operation is 61% strong), make sure to adjust your data. See the Goal Setting Reference Sheet for Major Content for more information on identifying specific subcategories within Major Content.*

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	Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal	
	3rd	76%	77%	78%	79%	
Instructional Focus: <ul style="list-style-type: none"> ● We will engage in solving math problems within a context by modeling to solve and represent a situation. ● Emphasizing “Math Discourse” through open ended questioning strategies to enable students think time and the ability to frame their thinking and understanding to their peers 				Resources needed: Great Minds Curriculum Resources- inSync, Equip, Navigator, Affirm/Edulastic		Team Reflection:
1. <u>Fluency</u> <p>a) Incorporate picture models and strategies that align with targeted skill while encouraging independent fluency practice.</p> <p>b) Investigate additional options and formats within the curriculum as well as with other kindergarten and first grade teachers to enhance student engagement. This could include: student self-guided progress monitoring, partner challenges where appropriate, and more.</p>						
2. <u>Application Problems</u> <p>a) Allowing students time/space to solve application problems using inventive strategies that can be modified to concrete strategies.</p> <p>b) Encouraging students to share out their inventive strategies to connect and clear up misconceptions for others.</p>						
3. <u>Daily Assessment Checkpoints to Guide Differentiated Small Group Instruction</u> <p>a. Who are you working with, when and why.</p>						

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<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Curriculum Based Parental Support Letters to support at-home learning ● LDOE Parent Support Information 	<p>Resources needed: District Resources within Guaranteed Curriculum/Google Classrooms</p>	<p>Number of Participants:</p> <p>Summary of Parent Feedback/Exit Tickets/Survey:</p>																														
<p>Professional Development:</p> <ul style="list-style-type: none"> ● District-wide Math Professional Development (Equip, Zearn, etc.) 	<p>Resources needed: Louisiana Believes State Planning Documents</p>	<p>Feedback from Teachers:</p>																														
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Math Content Leaders model lessons focused on modeling problem situations within a context. ● Curriculum Specialist support to Content Leaders and Math Instructional Coach Support ● Instructional Coach-Model lessons focused on supporting representations of solving problems/task 																																
<p>Budgets used to support this activity:</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <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></td> <td>x</td> <td>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> </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>Monitoring and Evaluating</p>																																
<p>Assessments:</p> <ul style="list-style-type: none"> ● LEAP 360 Diagnostic/Interim data to track Type III responses ● Assessment items identified as Modeling and Application ● EOY: 3rd grade LEAP 2025, K-2 Math District Assessments 	<p>Observations:</p> <p>One administrator/instructional coach will visit each K-3rd math classroom at least once a month to conduct a snapshot using the “math look-for’s checklist”</p>																															
<p>Middle of the Year Monitoring Results/Areas for improvement:</p>																																
<p>End of the Year Results:</p>																																

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<p>Goal #3 From Spring 2021 to Spring 2024, K-3 students will increase reading achievement by increasing the percentage of students At or Above Benchmark on EOY DIBELS 8th by 1% each year as follows:</p>				
Grade	2021 EOY %	2022 EOY %	2023 EOY %	2024 EOY %
K	86%	87%	88%	89%
1st	87%	88%	89%	90%
2nd	88%	89%	90%	91%
<p>Instructional Focus:</p> <ul style="list-style-type: none"> Phonological awareness: Demonstrate understanding of spoken words, syllables, and sounds (RF.K.2 and RF.1.2) Phonics: Know and apply grade-level phonics and word analysis skills in decoding words (RF.3) 		<p>Resources needed: Amplify Instruction; Amplify Reading</p>		<p>Team Reflection:</p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> Send Home Connect newsletter, which is located in Amplify, three times a year which summarizes DIBELS benchmark results Family Literacy Engagement: LDOE has provided engaging parental involvement activities for home and school. www.louisianabelieves.com/resources/library/literacy-library 		<p>Resources needed: Amplify Student Overview Summaries, ELA Learning Nights</p>		<p>Number of Participants: Summary of Parent Feedback/Exit Tickets/Survey:</p>
<p>Professional Development:</p> <ul style="list-style-type: none"> how to analyze DIBELS data and select appropriate lessons in Amplify Instruction to maximize growth Planning phonological awareness and phonics differentiated activities 		<p>Resources needed: PLCs, Stipend Hours, B-Day Subs for Content Leaders, Team Tuesday Data Review Sessions</p>		<p>Feedback from Teachers:</p>
<p>Follow Up and Support:</p>				

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<ul style="list-style-type: none"> Monthly Progress Monitoring of Interventions; Quarterly Data Review of student progress towards Student Learning Targets as compared to their baseline BOY proficiency 		
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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												

Monitoring and Evaluating	
<p>Assessments:</p> <ul style="list-style-type: none"> DIBELS 8 Benchmark assessments (BOY, MOY, EOY) DIBELS 8 Progress Monitoring (Below Benchmark every 4 weeks, Well Below Benchmark every 2 weeks) 	<p>Observations:</p> <ul style="list-style-type: none"> Instructional Leadership Team Walk-Throughs during Targeted Intervention and Small Group Instruction Instructional Time Blocks Guided Teacher Learning Walks Informal Teacher Snapshots and Annual COMPASS Observations

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 be maintained under the 6-year school baseline average of 4.4% of the total School population evidenced each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
%	%	%	%
maintain ≤4.4%	maintain ≤4.4%	maintain ≤4.4%	maintain ≤4.4%

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<p>Tier 1 (School wide):</p> <ul style="list-style-type: none"> ● Mindful Mondays, weekly social skills lessons, positive behavior reinforcement, Eagles of the Week, Students of the Month, flexible seating, classroom circles, brain breaks, least invasive behavior corrections, seating charts, school counselor guidance lessons on character and social emotional competencies, supportive counseling. <p>Triad of Instruction</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 ● Classroom Guidance Lessons 	<p>Resources needed:</p> <p>Social Skills Instruction, Virtue of the Month Character building instruction; School-wide PBIS Meetings, PD Days</p>	<p>Team Reflection:</p>
<p>Tier 2 (Targeted Prevention): Calming corners, calming boxes, sensory rooms, check-in/check-out, lunch buddies, breakfast or lunch small groups, parent conferences</p> <ul style="list-style-type: none"> ● Targeted Social Skills Instruction ● Student specific reinforcement system ● Peer Based Supports ● Behavioral 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, homeschool plans to improve relationships and create proactive plans</p> <p>Triad of Instruction:</p>		

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<ul style="list-style-type: none"> ● FBA & BIP ● Safety Plan ● Daily, explicit social skills Instruction ● Crisis Intervention Plans ● Mental Health Counseling Services (Individual and Group) ● Crisis Intervention Services ● CSoC (Coordinated System of Care wrap-around referral) ● FINS (Families in need of services referral) 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Parent Advisory Groups ● Parent Student of the Month Breakfasts ● Special Events for parents and families that can incorporate presentations on topics related to school family connections ● Quarterly Zoom meetings with counselor to share parenting strategies 	<p>Resources needed: Monthly Counselor’s Corner Newsletter</p>	<p>Planning: Schedule time to plan, develop and collaborate - set times to conduct data reviews, team staffing, wellness events, parent engagement activities, observations, etc.</p> <p>Parent Feedback/Exit Tickets/Survey: develop and implement a variety of way to solicit parent feedback through exit tickets and surveys</p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Adult SEL for all staff (i.e. five core competencies including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) ● Adult wellness and self-care ● Conscious discipline ● Restorative Discipline 	<p>Resources needed: District PD Day in March, PLC Subs, Monthly Counselor’s Corner Newsletter</p>	<p>Feedback from Teachers: develop and implement a variety of way to solicit parent feedback through exit tickets and surveys</p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Behavior Contract - Social Emotional Google Classroom and Classroom Management Plan. Every 9-wks. survey the school climate and provide follow-up and support to the areas most in need. ● Classroom Observation - Proactive Classroom Management Plans 		

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<ul style="list-style-type: none"> ● Coaching ● Weekly Team Staffing 		
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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 Monitor and Evaluate Goal:

- Discipline data will be reviewed every 9 weeks 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.
- School Climate: student and teacher feedback, focus groups, class observations, non-instructional space observation, meeting minutes, 1:1 discussion, surveys.

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 will increase student proficiency in ELA evidenced in LEAP 2025 Data Index Score increase for the Special Education Subgroup from the 3-year average of 68.1 Index Points as indicated below:

2020-2021 Index Score	2021-2022 Index Score	2022-2023 Index Score	2023-2024 Index Score
60.9	69.1	70.1	71.1

Describe policies and practices to identify disabilities early and accurately:

- Progress Monitoring (LEAP 360 diagnostic, LEAP 360 Interim, district/teacher created unit assessments, unit tasks and culminating writing tasks)
- DIBELS
- LEAP Connect/Unique Learning Assessments

Team Reflection:

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<ul style="list-style-type: none"> ● SAT/TAT ● SBLC ● Language Screeners ● Gifted/Talented Screeners ● Dyslexia Screeners 		
<p>Describe structures to increase collaboration amongst general and special education teachers:</p> <ul style="list-style-type: none"> ● IEP Team Meetings; PLC B-Day Subs; Stipend Hours Data Review and for Collaboration 	<p><u>Team Reflection:</u></p>	
<p>Supports and Strategies in Tier 1 (Core Instruction):</p> <ul style="list-style-type: none"> ● Ready Gen ● Guidebooks ● Unique Learning and News2You (Moderate, Severe, and RNC) ● Amplify Reading ● Writing Revolution ● Eureka Math ● Eureka Equip 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Ready Gen - Scaffolded Strategies Handbook ● Great Minds Curriculum Resources ● District Resources within Moodle and Google classrooms ● Louisiana Believes State Planning Documents and Resources ● ULS/N2Y licenses ● PCI Materials ● IRLA Materials ● Project Read materials 	<p><u>Team Reflection:</u></p>
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> ● IRLA ● Project Read ● Eureka Equip 		
<p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> ● Amplify Instruction ● IRLA ● Project Read 		

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<ul style="list-style-type: none"> ● PCI (Moderate, Severe, and RNC) ● Eureka Equip 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● ELA/Math Learning Night ● Special Olympics ● District Family Informational Fair 	<p>Resources needed: Learning Night, PTA Volunteers</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"> ● ELA Content Leader ● 4 Strategies of Effective Writing ● Using the Writing Rubric and the Modified Writing Rubric ● Lesson planning/unit planning for Guidebooks ● Project Read - Phonics, Linguistics, Written Expression, Report Form ● Amplify ● Ready Gen ● Eureka Math and Eureka Equip ● DIBELS ● IRLA ● ULS/N2Y ● SER/FBA/BIP trainings ● Monthly SWE consultant meetings 	<p>Resources needed: PLC's for Writing Analysis, LEAP Rubric Review; Differentiated Support through a Writer's Workshop</p>	<p><u>Feedback from Teachers:</u></p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● ELA Content Leader Module Support and Training ● Model Lessons - Instructional Strategies, pedagogy, and scaffolding 		

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<ul style="list-style-type: none"> ● Purposeful planning for student tracking toward progress of identified standards and/or IEP goals ● Analyzing assessments, feedback, and next steps ● Walk Throughs 														
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: Student Writing Samples; Interim LEAP 360 Data; LEAP 2025 ELA Special Education Subgroup Scores														
Middle of the Year Monitoring Results/Areas for Improvement:														
End of the Year Results:														

ENGLISH LEARNERS		
<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. 		
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)		
Supports and Strategies in Tier 1 (Core Instruction):	Resources needed:	Team Reflection:
<ul style="list-style-type: none"> ● full English language immersion with push-in support 	<ul style="list-style-type: none"> ● EL teacher ● IRLA materials ● Project Read materials 	
Supports and Strategies in Tier 2 (Targeted Prevention):		
<ul style="list-style-type: none"> ● IRLA (supplement to core classroom instruction) 		
Supports and Strategies in Tier 3 (Intensive Individual):		
<ul style="list-style-type: none"> ● IRLA (supplement to core classroom instruction) ● Project Read 		

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<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● EL Breakfasts ● EL Parent Nights ● LEAP Presentations (emphasizing how EL parents can help prepare their children for statewide testing) ● Additional resources to supplement learning at home 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● EL Outreach documents ● School info in parents' native language ● Robocalls ● Summer Learning brochure 	<p>Participation Outcome:</p> <p><u>Parent Feedback/Exit Tickets/Survey:</u></p>
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<p>Professional Development:</p> <ul style="list-style-type: none"> ● Identification of ELs and language proficiency levels differentiating instruction ● Modifying curriculum to be more accessible to EL students ● Understanding and using LEP accommodations effectively ● SBLC considerations for ELL (environment, language, and cultural) 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Scheduling a time for Lynn Upchurch to present to staff 	<p>Feedback from Teachers:</p>
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<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Lynn Upchurch from the EL Team (presentation and/or Q&A during PLCs) ● Whole classroom observations ● Small group observations (based on previous ELPT achievement scores) ● 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:

- ELPS Screeners to begin services; initial ELPS screener for new students to the state of Louisiana
- ELPT - administered every February

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- LEAP/LEAP Connect

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.:

- Virtual Open House (Pre-K through 3rd)
- Weekly test papers
- DIBELS (BOY, MOY, and EOY) data sheets
- Weekly Overviews
- JPAMS
- Google Classroom
- Report cards
- Parent Letters
- Practice Activity Packets
- Test Preparations
- Distance Learning Plan
- Weekly SBLC Meetings

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

- Parent surveys

Resources Needed to Support Parent and Family Engagement:

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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												

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:

- DIBELS data
- CFA and PBA common grade level assessments that drive PLC decisions and action plans/steps through Progress Monitoring and IRPs
- Monthly TAT
- Weekly SBLC (Wednesdays)
- Program placement
- SAT team-TRT, Pupil Appraisal, Counselor, teacher, speech, and Principal/AP
- K-2 IRLA and Ready GEN Intervention Time with Instructional Minute Breakdown

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

- Each Classroom Teacher maintains 30 minutes of daily intervention instruction within their daily Instructional Plans. Team Tuesday collaborative meetings are structured for Grade-Level Teams to review progress monitoring data to evaluate the effectiveness of the interventions which are revised as needed to help support student growth.

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

- Project Read (phonics)
- Florida Center for Reading Interventions
- IEP and 504 Accommodations
- PCI (reading)
- Unique Learning System (all areas of academics)
- GC Adaptive Novels for Guide books (reading)
- Amplify Instruction
- IRLA
- Eureka Equip

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

- Bi-Monthly reviews of Amplify Data are conducted to support student growth outcomes with the pre-set interventions. Team Tuesday collaborative meetings are structured to review IRLA and DIBEL'S progress monitoring data to help support individual student growth.

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												

Resources Needed to Support Interventions: Instructional Leadership Team Walk-Throughs, Teacher Learning Walks, Informal Snap Shots, Data Logs, PLC's for shared Data Review

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.)

- Biweekly PE classes
- Speech services
- Gifted and Enrichment Services
- Daily Enrichments including music, library, and art
- Kids-In-Transition
- MHP
- Outdoor Classroom Projects
- Occupational Therapy Services
- Adaptive PE
- School Nurse
- School Resource Officer
- Computer Lab for K-3rd
- Morning Meeting
- Talented Art and Drama
- Violin/Strings

Resources needed:

District related Staff and funding

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

- Extended School Year
- Summer School Credit Recovery

Resources needed:

ESY Data and Eligibility Review, District Personnel

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													

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

- Extended School Year eligibility based on Critical Point of Instruction and/or Regression-Recoupment SWE Data
- Summer School based on Report Card grades for students who do not meet the promotional requirements set forth in the Pupil Progression Plan for promotion

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 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.

Resources needed:

MHP Support Schedule

1. Services Provided by School Counselor:

A. Individual Student Planning: to help students transition from home and school, or school to school, to plan, monitor, and manage behaviors, interventions and learning with goals of attaining academic, career/personal/social development, where social emotional, behaviors and coping skills are addressed to include self- awareness and calming strategies

Resources needed:

A. Tier 1/Tier II Referrals via
TAT/SBLC, Administration, Teacher,
Student, Parent

At-Risk population rosters
(grades/attendance/new student)
Behavior Charts

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B. System Support: tailors to the unique context of the school, to promote school improvement through professional development, collaboration/consultation, and managing operation and programs of the school.

C. Responsive Services: to meet the immediate needs of the concerned student(s) to provide early interventions and/or crisis response strategies aligned with clear objectives for the student where Mandated Reporting and Threats of Violence/Self-Injurious behaviors are immediately addressed.

D. School Counseling Curriculum: Designing and implementing a data driven written instructional program that is proactive, preventive and comprehensive in scope. Lessons or activities are provided to every student, meeting the domains of social emotional, academic and career growth.

- Co-lead PBIS committee
- PBIS Character Education Minute Meetings in classroom/Mindful Movements for
- Interventions
- Red Ribbon Week for Health/Decision Making
- CSAPE- Child Sex Abuse Prevention Education
- Peer 2 Peer (social Skills peer partner program for autism spectrum)

Teacher In-service for KIT and Mandated Reporting/Child Abuse Awareness **Services Provided by Counselor(s)**:

- **Co-Lead PBIS committee**
- **Grade Level/whole School Assemblies**
- **Small groups**
- **Mindful Movements**
- **In-class school counselor visits/lessons for PBIS Monthly Virtues**
- **Safe touch**

PBIS Eagle Bucks/Menu Services
PBIS Mindful Movement Intervention
PBIS Social Skills

*Kids in Transition (homeless)

B.

O.D.R.

Gifted Screening

KBIT & KTEA-3 protocols

SBLC/Dyslexia and Related D.O.

Screening protocols

Hospital Homebound

Duty Schedule

SBLC calendar

* Trauma-Informed Training

P.D. relevant to Anxiety

P.D. relevant to ADHD

* Teacher/Parent consultations

* Provide workshop for 5 point scale

* Allotted time in schedule for Mindful Movement Program

C. TOV/SI forms

Student Response Team

Walkie Talkie

Student Behavior Data

“Think Sheets”

Tier 1 Behavior Charting

Tier II Check-In- Check out

Eagle Bucks

D. Tier 1 Interventions, PBIS Virtues,

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	<p>Classroom Appointments, Team Meetings</p> <ul style="list-style-type: none"> - Eagle Bucks Systems - Creating a school-wide Behavioral Approach and Process to supplement PBIS - Attendance Tracking and Monitoring Processes - WINGS
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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													

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"> ● Beep & Greet ● Third Grade Passage Day ● Virtual Open House ● Virtual School Tour Video ● Pre-K and Kindergarten Open House ● SWE Based Transitional Meeting for students with feeder school ● STPSB Staggered Start Day for Pre-K and Kindergarten ● Site Based Registration ● Campus Tours 	<p>Resources needed:</p> <p>School Created Videos; PES YouTube Channel, Google Classroom platform; PTA Support and Funding; Parent Volunteers</p>
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<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● School Tours for incoming, potential, or interested students, parents, and families ● School Parent & Student Handbook ● Virtual Open House ● Establishing relationships with local Pre-Schools, daycares, and additional support services/resources ● 3rd Grade Passage Day ● IEP, IAP, 504 Meetings to familiarize all stakeholders in student’s transition ● Kindergarten Boo- Hoo Yahoo ● Campus Beautification Days 	<p>Resources needed:</p> <p>School Created Videos; PES YouTube Channel, Google Classroom platform; PTA Support and Funding; Parent Volunteers</p>
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Participation Results:

Feedback from Parents/Families:

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												

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:

- Our PLC groups exist in grade level and cross grade level collaboration groups. Majority of the PLC meetings take place in grade level and/or team formats. Throughout the progression of the year, vertical grade level PLC's will occur to help identify gaps and strengths of other grade levels. This will allow for a stronger curricular alignment across campus. By identifying gaps in learning and instruction more promptly, student understanding and success will increase.
- Team Tuesdays is a collaborative structure utilized bi-monthly during teachers' common planning blocks to review student work samples, progress monitoring data, instructional planning supports and other curricular resources to support individual student growth outcomes.

Resources needed:

- Curricular Resources
- Curricular Specialists
- Instructional Coaches
- Program Specific Representatives

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

- **PLC:** Our Pre-Kindergarten, Kindergarten, First Grade, Second Grade, Third Grade, and SWE teams have a monthly PLC throughout the school year. Our grade level teams are broken into thirds for coverage with two hours for each group to meet. The same structure is in place for the cross grade level PLC meetings. The majority of our PLC's take place on Thursdays, with the exception of a few Tuesdays due to a shorter calendar month.

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:

- Project Read
- Great Minds-Eureka
- ReadyGEN
- IRLA PD
- DIBELS Amplify and Amplify Reading
- ELA Content Leader
- Math Content Leader
- Zearn PD
- Social Studies & Science Curriculum Specialist/Support
- CLASS Observation Tool

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

- We have a Math and English Language Arts Instructional Coach on our campus. These individuals will:
 - Participate in the School Instructional Team
 - Engage in continual growth of their own learning by participating in ongoing professional development activities.
 - NIET Leadership Training
 - Monthly meetings on coaching practices and content knowledge

Resources needed:

- Curricular Resources
- Curricular Specialists
- Instructional Coaches
- Program Specific Representatives

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- Collaborate with colleagues and school administrators to plan professional learning that is team-based, job embedded, sustained over time, aligned with content standards, and linked to school advancement goals.
 - Model lessons in classrooms
 - Team-teach lessons in classrooms
 - Conduct informal, short snapshots to provide feedback on lessons
 - Facilitate learning walks amongst teachers
 - Assist administration in planning and delivery of school-based professional development
 - Assist district personnel in planning and delivery of district-based professional development

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

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

- PES Administration and Lead Team will invite parents and stakeholders onto Campus in January/February of 2022 to review SAP Goals and Objectives.
- A School-wide Robo-Call will accompany an Info-Flyer to help communicate with all parents and stakeholders

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):

- School-wide SAP results will be reported to parents and stakeholders annually at the yearly Open House

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:

- PES’s School-wide Planning Committee and our Parent/Family Engagement Committees will meet annually to conduct review of SAP Data and to revisit School Advancement goals and objectives to help support SAP Goals.

2021-2024 Committee Members

School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

Members Include:

- Administrator: Henry (Tom) Heier
- Teacher: Megan Samford
- Teacher: Stacy Alombro
- Teacher: Elan Armitage
- Teacher: Sarah Young
- Parent/Family: Heidi Drott (PTA Co-President)
- Parent/Family: Jennifer McLaughlin (PTA Co-President)

Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

Members Include:

- Administrator: Henry (Tom) Heier
- Teacher: Megan Samford
- Teacher: Stacy Alombro
- Teacher: Elan Armitage
- Parent/Family: Heidi Drott (PTA Co-President)
- Parent/Family: Jennifer McLaughlin (PTA Co-President)

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