

2021-2024
SCHOOL ADVANCEMENT PLAN

Lancaster 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
According to DIBELS Assessment Data from the 2020/2021 school year, 84% of students scored At Benchmark or Above, and 29% of students improved from scoring Above Benchmark at the BOY to the EOY.	According to DIBELS Assessment Data from 2020/2021, 16% of students scored Below Benchmark and Well Below Benchmark on EOY Assessment.
According to the LEAP 2025 Assessment Index (Simplified View) from the 2020/2021 school year, ELA - Whole School - has an Assessment Index score of 94.7 points, which is the highest Index by subject. 174 students scored Advanced and 725 students scored Mastery; this is 73% of all students.	According to the LEAP 2025 Assessment Index (Simplified View) from the 2020/2021 school year, Social Studies had the lowest Assessment Index of 77.5 points. 197 students scored Approaching Basic and 81 students scored Unsatisfactory; this is 23% of all students.
According to the LEAP 2025 Assessment Index (Expanded View) from the 2020/2021 school year, Highest Grade Level scores were as follows: ELA - 4th Grade with 102.1 points, Math - 3rd Grade with 95.2 points, Science - 5th Grade with 88.0 points, and Social Studies - 6th Grade with 80.0 points.	According to the LEAP 2025 Assessment Index (Expanded View) from the 2020/2021 school year, Lowest Grade Level scores were as follows: ELA - 5th Grade with 90.2 points, Math - 5th Grade with 73.6 points, Science - 3rd Grade with 78.1 points, and Social Studies - 3rd Grade with 74.6 points.
<p>According to LEAP 2025 Student Group Performance from the Assessment Index comparing scores from the 2018/2019 school year to the 2020/2021 school year, these groups showed the following increases:</p> <p>ELA</p> <ul style="list-style-type: none"> - Whole School Performance from 90.9 points to 94.7 points <p>Math</p> <ul style="list-style-type: none"> - Black Subgroup - 62.7 points to 69.0 points - Students With Exceptionalities Subgroup - 51.5 points to 59.3 points - Students with 504 Plans Subgroup - 66.6 points to 78.1 points <p>Science</p> <ul style="list-style-type: none"> - Black Subgroup - 52.6 points to 71.0 points <p>Social Studies</p> <ul style="list-style-type: none"> - Students with 504 Plans Subgroup - 56.8 points to 75.0 points 	<p>According to LEAP 2025 Student Group Performance from the Assessment Index comparing scores from the 2018/2019 school year to the 2020/2021 school year, these groups showed the following decreases:</p> <p>Math</p> <ul style="list-style-type: none"> - Asian Students Subgroup - 123.0 points to 95.4 points - White Students Subgroup - 87.2 points to 86.1 points <p>Social Studies</p> <ul style="list-style-type: none"> - Students With Exceptionalities Subgroup - 55.0 points to 45.4 points

Lancaster Elementary 2021-2024

<p>According to the LEAP 2025 Assessment Index Performance by Substrand (Schoolwide) for the 2020/2021 school year, the following strands were identified as potential strengths for each subject area (scoring Strong = Advanced or Mastery):</p> <p>ELA - Reading and Writing Performance - 70% of students performed Strong</p> <p>Math - Fractions as Numbers & Equivalence - 77% of students performed Strong</p> <p>Social Studies - Geography - 53% of students performed Strong</p> <p>Science - Evaluate - 53% of students performed Strong</p>	<p>According to the LEAP 2025 Assessment Index Performance by Substrand (Schoolwide) for the 2020/2021 school year, the following strands were identified as potential weaknesses for each subject area (scoring Weak = Approaching Basic or Unsatisfactory):</p> <p>ELA - Written Expression - 17% of students performed Weak</p> <p>Math - Solving Fraction Problems; Interpreting Fraction Place Value and Scaling - 34% of students performed Weak</p> <p>Social Studies - History - 30% of students performed Weak</p> <p>Science - Reason Scientifically - 22% of students performed Weak</p>
<p>According to the LEAP 2025 Assessment Index Performance by Substrand (Grade Level) for the 2020/2021 school year, the following strands were identified as potential strengths (scoring Strong = Advanced or Mastery):</p> <p>ELA - Reading Performance for Grade 3 (74%), Grade 5 (69%), and Grade 6 (69%) and Writing for Grade 4 (78%)</p> <p>Math - Fractions as Numbers & Equivalence for Grade 3 (77%)</p>	<p>According to the LEAP 2025 Assessment Index Performance by Substrand (Grade Level) for the 2020/2021 school year, the following strands were identified as potential weaknesses (scoring Weak = Approaching Basic or Unsatisfactory):</p> <p>Social Studies - History for Grade 3 (43%), Grade 4 (28%), Grade 6 (31%)</p> <p>Math - Solve Problems with Any Operation for Grade 3 (23%), Grade 4 (25%), Solve and Interpreting Fractions for Grade 5 (34%), Express Reasoning for Grade 6 (21%)</p>
<p>According to the LEAP 2025 Assessment Index Cohort Performance for the 2020/2021 school year, the following grade levels showed the most growth:</p> <p>Grade Levels Most Growth</p> <p>ELA - 3rd grade in 2020/2021- 102.1 points</p> <p>Math - 3rd grade in 2020/2021 - 95.2 points</p> <p>Science - 5th grade in 2020/2021 - 79.1 points in 2019 to 88.0 points in 2021</p> <p>Social Studies - 4th grade in 2020/2021 - 77.9 points in 2019 to 80.0 points in 2021</p>	<p>According to the LEAP 2025 Assessment Index Cohort Performance for the 2020/2021 school year, the following grade levels showed the most decline:</p> <p>ELA - 5th grade in 2020/2021- 97.1 points in 2019 to 90.0 points in 2021</p> <p>Math - 5th grade in 2020/2021 - 96.1 points in 2019 to 73.6 points in 2021</p> <p>Science - 6th grade in 2020/2021 - 90.7 points in 2019 to 83.6 points in 2021</p> <p>Social Studies -5th grade in 2020/2021 - 81.1 points in 2019 to 77.3 points in 2021</p>
<p>According to the Discipline Frequency by Incidents, Discipline Frequency by Location, and Discipline Referral Trend Data, the total number of referrals decreased from 275 referrals during the 2019/2020 school year to 109 referrals during the 2020/2021 school year. The total number of Black Male referrals also decreased from 57 referrals in 2018 to 29 referrals in 2019 to 5 referrals in 2020.</p>	<p>According to the Discipline Frequency by Incidents, Discipline Frequency by Location, and Discipline Referral Trend Data, Classroom Write-ups increased to 62 referrals, which was significantly higher than other areas. The top three causes for referrals were profane language (24 referrals), conduct or habits injurious to his/her associates (14 referrals), and willful disobedience (14 referrals).</p>
<p>According to the English Language Proficiency Test results for the 2020-2021, 6 out of 6 students scored Early Advanced or Advanced for the Listening Performance.</p>	<p>According to the English Language Proficiency Test results for the 2020-2021, 4 out of 6 students scored at the Intermediate Level for the Reading Performance, and 6 out of 6 students scored at the Intermediate Level for the Writing Performance.</p>

Lancaster Elementary 2021-2024

According to feedback from parents and families and PTA meeting notes, potential strengths include: virtual Meet and Greet, virtual Open House, virtual Cooking with a Heart (Family Engagement Nights), Parent/Teacher conferences, weekly graded papers, weekly newsletters, Google classrooms, Moodle, school and class websites, Terrific Turtles, Virtual End of year Awards

According to feedback from parents and families and PTA meeting notes, potential weaknesses include: communicating data regularly about progress and entering grades in JPAMS in a timely manner.

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 2022, the percentage of students in each grade achieving Strong (Mastery or Above) on the LEAP 2025 in the category of Written Expression for each cohort of students will increase by 1 percentage points as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
3 rd	39			
4 th	70	40		
5 th	67	71	41	
6 th	61	68	72	42
7 th				
8 th				
ENG I				
ENG II				

Instructional Focus:

- Writing within Guidebooks (Daily Writing and Unit Tasks Writing)
- Evidenced-Based Writing
- Types of Writing
- Analyzing Student Writing

Resources needed:

- Guidebooks
- Achieve 3000
- LEAP 2025 Scoring Rubrics
- Exemplars

Team Reflection:

We will continue to work on writing strategies including TWR strategies, as we work through the content leader modules.

Lancaster Elementary 2021-2024

<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Information on specific Writing Revolution strategies to use at home ● Literary Night - provide writing information or activity 	<p>Resources needed:</p> <ul style="list-style-type: none"> - Writing Revolution Parent Letters 	<p>Number of Participants: 1289</p> <p>Summary of Parent Feedback/Exit Tickets/Survey: Parents expressed their happiness to be back on campus and participating in activities with their children.</p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● ELA Content Leader Module 5 Developing Writing and Language Skills <ul style="list-style-type: none"> ➤ Session 1: The Culminating Writing Task and the Guidebooks Writing Process ➤ Session 2: Argument Writing in the Louisiana Student Standards ➤ Session 3: Informative/Explanatory Writing: Examine the Progression Across Grade Levels ➤ Session 4: Narrative Writing and the Mentor Text Protocol ➤ Session 5: Annotating Student Writing for Evidence of the Standards ➤ Session 6: Collecting Student Writing Samples ● ELA Content Leader Module 6 Supporting All Students <ul style="list-style-type: none"> ➤ Session 1: Analyze Student Writing Samples ➤ Session 2: Discuss Evidence of Student Learning and Diagnose Student Needs ➤ Session 3: Support Craft (Answer Frames and Mentor Sentences) ➤ Session 4: Supporting Structure (Shared Writing and Model Writing) ● Using the Writing Rubric and the Modified Writing Rubric ● Lesson Planning for Writing within Guidebooks ● The Writing Revolution Overview ● The Writing Revolution Focus on Specific Strategies ● Four Strategies for Effective Learning (focus on writing) 	<p>Resources needed:</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 ● The Writing Revolution book and website ● STPPS Writing Revolution Google Classroom ● GB Grammar Guide (grade level writing samples) ● GB Writing Guide GB Language Tasks/ Mentor Sentences 	<p>Feedback from Teachers: Teachers are appreciative of the time they get to plan together at PLC to incorporate the information presented during professional development.</p>

Lancaster Elementary 2021-2024

<p>Follow Up and Support:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA Content Leaders model writing lessons <input type="checkbox"/> PLCs will focus on: planning for writing instruction (within GB lessons/unit) <ul style="list-style-type: none"> ● using common assessments to evaluate writing and TWR strategies ● analyzing student writing using the writing rubric ● tracking student writing <input type="checkbox"/> Curriculum Specialist support with PD and observation feedback <input type="checkbox"/> Instructional Coach- Model writing lessons <input type="checkbox"/> Instructional Leadership Team – use meeting time to work on analyzing work samples, discuss classroom walk-throughs, and coaching teachers 	
---	--

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													

Monitoring and Evaluating	
<p>Assessments:</p> <ul style="list-style-type: none"> ● EOY: LEAP 2025 ● Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks (CWT, ET, CRT, and teacher created unit assessments) ● GB Unit Tasks: CWT - Culminating Writing Tasks, ET - Extension Tasks, and CRT - Cold Read Tasks (all include writing and can be tracked for each unit) 	<p>Observations:</p> <ul style="list-style-type: none"> ● One administrator will visit every 3rd- 6th ELA classroom at least once a month to conduct a snapshot using the writing snapshot rubric. ● Once a year the School Improvement Committee/Instructional Leadership Team will visit every 3rd- 6th ELA classroom to conduct a snapshot using the writing snapshot rubric.

Middle of the Year Monitoring Results/Areas for improvement:
 We have been unable to have a face-to-face Parent Engagement Night due to Covid Restrictions but will have one in late March. Teachers have participated in redelivery of the Module 5 for ELA Content Leader Professional Development.

End of the Year Results:
 Our Parent Engagement Night was a success. We will continue to work on incorporating The Writing Revolution strategies into our professional development. We will also work on using the writing rubric consistently across grade levels by having opportunities for practicing during professional development.

Goal #2: From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Strong (Mastery or Above) on the LEAP 2025 in the reporting category of **Expressing Mathematical Reasoning (Type II tasks)** increase by 1 percentage points each year as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal

Lancaster Elementary 2021-2024

3 rd	59			
4 th	67	60		
5 th	45	68	61	
6 th	40	46	69	62
7 th				
8 th				

<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● 2021-2022: Type II tasks: “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) 	<p>Resources needed:</p> <ul style="list-style-type: none"> - Type II tasks (Great Minds, iReady, LDOE, Achieve the Core) - Exemplars - LDOE scoring rubrics - Achievement Level Descriptors - Alignment to Rigor - common assessments 	<p>Team Reflection:</p> <p>We will continue to work on creating and using Type II tasks with exemplars for common grading.</p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Family Learning Night/Event to assist parents in understanding the importance of precise mathematical language, and how they could support at home to develop mathematical communication. ● Communication of Assessments/Scoring Criteria using Progression to Mastery Rubrics specifically on items addressing expressing mathematical reasoning (constructed response items) ● Send home LDOE, Great Minds, and/or iReady Parent Support information 	<p>Resources needed:</p> <ul style="list-style-type: none"> -Curriculum Based Resources for Learning Night - LDOE, Great Minds, and/or iReady Parent Documents -Parent Support Letters 	<p>Number of Participants: 1289</p> <p>Summary of Parent Feedback/Exit Tickets/Survey:</p> <p>Parents expressed their happiness to be back on campus and participating in activities with their children.</p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Mathematical Practices- focused primarily on MP.1, MP.3, & MP.6 ● Orchestrating and Facilitating 5 Practices for Productive Mathematical Discourse ● Examining Mistakes/Misconceptions for Effective Feedback ● Precision in Mathematical Language 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Tier 1 Curriculum Resources - Great Minds Curriculum Resources- inSync, 	<p>Feedback from Teachers:</p> <p>Teacher acknowledged that they benefited from Eureka and Ready Math district visits. Teachers are appreciative of the time they get to plan together at PLC to incorporate the information presented during professional development.</p>

Lancaster Elementary 2021-2024

<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Math Content Leaders model lessons ● PLCs will focus on planning for purposeful task selection, anticipating student strategies for solving problems, monitoring development, selecting student work samples, sequencing student work samples, connecting student work to the overall goal of the unit/module. PLC groups will conduct at least one learning walk per year focusing on Type II question instruction. ● Curriculum Specialist ● Instructional Coach- Model lessons to support productive math discussions and strategies for delivering effective feedback and analysis of student work ● Instructional Leadership Team – use meeting time to work on analyzing work samples, discuss classroom walk-throughs, and coaching teachers 	<p>Equip, Navigator, Affirm/Edulastic</p> <ul style="list-style-type: none"> - Ready Mathematics, i-Ready Mathematics ● District Resources within Guaranteed Curriculum/Google Classrooms ● Louisiana Believes State Planning Documents 	
--	--	--

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													

<p>Monitoring and Evaluating</p>	
<p>Assessments:</p> <ul style="list-style-type: none"> ● EOY: LEAP 2025 ● Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks and teacher created unit assessments ● Interim LEAP 360 data to track progress toward LEAP Type II tasks ● Assessment Items specifically focused on Expressing Mathematical Reasoning (K-2 Benchmark assessment items) ● Observational Assessment Items within Equip to support justifications and explanations. 	<p>Observations:</p> <ul style="list-style-type: none"> ● One administrator will visit every 3rd - 6th Math classroom at least once a month to conduct a snapshot using the math look-fors document. ● Once a year, one member of the School Advancement Committee/Instructional Leadership Team will visit 3rd - 6th classrooms to conduct a snapshot using the math look-fors document.

Middle of the Year Monitoring Results/Areas for improvement:
 We have been unable to have a face-to-face Parent Engagement Night due to Covid Restrictions but will have one in late March. Teachers have participated in a Math Discourse Professional Development. The Instructional Learning Team conducted walkthroughs to observe math discourse in the classroom.

End of the Year Results:
 Our Parent Engagement Night was a success. We will continue to work on developing and common scoring of Type II questions. Next year we will have an emphasis on how student discourse in the classroom can lead to student success with Type II questions.

Lancaster Elementary 2021-2024

Goal #3

From Spring 2021 to Spring 2024, the percentage of students in each grade achieving Strong (Mastery or Above) on the LEAP 2025 in Social Studies for each cohort of students will increase by 1 percentage points as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
3 rd	34			
4 th	50	35		
5 th	51	51	36	
6 th	47	52	52	37
7 th				
8 th				

Instructional Focus

- Inquiry-based instruction- examining primary and secondary sources
- Students developing and supporting claims through writing and speaking

Resources needed:

- Google Classroom Resources (4-5)
- Guaranteed Curriculum Moodle (6-8)
- LDOE Resources
- C3 Teachers (c3teachers.org)
- Achieve 3000 and Actively Learn

Team Reflection:

We will continue to work on inquiry-based instruction through the use of sources.

Parent and Family Engagement Activity:

- Understanding the shifts in social studies instruction
- Family Learning Night: Understanding the Importance of Critical Thinking in Order to Build an Informed Opinion

Resources needed:

- Parent handout on instructional shifts

Number of Participants: 1289

Summary of Parent Feedback/Exit Tickets/Survey:

Parents expressed their happiness to be back on campus and participating in activities with their children.

Lancaster Elementary 2021-2024

	<ul style="list-style-type: none"> ● Primary and secondary sources and questioning examples 																															
<p>Professional Development:</p> <p>Priority 1:</p> <ul style="list-style-type: none"> ● The “Why”: Shifts in social studies instruction to inquiry based learning ● High Quality Curriculum: Social Studies Instructional Pathway, Scope and Sequence, embedded unit resources <p>Priority 2:</p> <ul style="list-style-type: none"> ● Pedagogy: Deep Dive into specific unit Social Studies Instructional Pathway and unit compelling question ● Pedagogy: Planning for Inquiry-based Instruction ● Supports: Embedding scaffolds that support reading, writing, and speaking about complex text; creating anchor charts & student work displays to support student achievement <p>Priority 3:</p> <ul style="list-style-type: none"> ● Assessment and Feedback: assessment building, actionable feedback on assessments, grading tools 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Google Classroom Resources (4-5) ● Guaranteed Curriculum Moodle (6-8) ● LDOE Resources ● C3 Teachers (c3teachers.org) ● Achieve 3000 and Actively Learn 	<p>Feedback from Teachers:</p> <p>Teachers would like more time as a whole grade level for professional development in social studies, so they can work as a team on common assessments and common grading.</p>																														
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● PLCs will focus on planning for the use of inquiry-based instruction and claim development ● Curriculum Specialists ● Instructional Coaches – Model lessons ● Instructional Leadership Team – use meeting time to work on analyzing work samples, discuss classroom walk-throughs, and coaching teachers 																																
<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></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													
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other																		
	x																															

Monitoring and Evaluating

Assessments:

- EOY: LEAP 2025
- Progress Monitoring: District developed benchmark assessments
- Student proficiency on teacher created unit assessments

Observations:

- One administrator will visit the 3rd - 6th Social Studies classrooms at least once a month to conduct a snapshot to determine if lessons are driven through inquiry.
- Once a year, the School Advancement Committee will visit 3rd - 6th classrooms to conduct a snapshot to determine if lessons are driven through inquiry.

Middle of the Year Monitoring Results/Areas for improvement:

We have been unable to have a face-to-face Parent Engagement Night due to Covid Restrictions but will have one in late March. Fourth and fifth grade teachers have participated in a social studies curriculum refresher with the curriculum specialists. All teacher participated in professional development for creating common assessments with common grading.

End of the Year Results:

Our Parent Engagement Night was a success. We will continue to work on using inquiry-based learning through primary and secondary sources. We will also work on using the social studies rubric consistently across grade levels by having opportunities for practicing during professional development.

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 .5 % points each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
%	%	%	%
5.92	5.42	4.92	4.42

Tier 1 (School wide): Weekly social skills lessons, positive behavior reinforcement- *Turtle Tokens, Turtle Treats, Terrific Turtle*, etc.; classroom circles, brain breaks, restorative practices, least invasive behavior

Resources needed:
Schedule time to plan, develop and collaborate-

Team Reflection:
We did a great job as a school with our school-wide PBIS lessons and incentives. We provided support

Lancaster Elementary 2021-2024

<p>corrections, seating charts, school counselor guidance lessons on character and social emotional competencies, supportive counseling</p> <p><u>Triad of Instruction:</u></p> <ul style="list-style-type: none"> ● Classroom Management Plan ● PBIS Weekly Lessons ● Development of classroom culture ● Supportive counseling not occurring on a regular basis ● Classroom Guidance Lessons 	<p>set times to conduct data reviews, team staffing, wellness events, parent engagement activities, observations, etc.</p>	<p>for teachers through professional development with our behavior coaches for Tier 1 classroom management strategies. Our TAT committee helped teachers to implement Tier 2 strategies when needed.</p>
<p>Tier 2 (Targeted Prevention): Calming corners, , sensory rooms, check in check out, breakfast or lunch small groups, parent conferences</p> <p><u>Triad of Instruction:</u></p> <ul style="list-style-type: none"> ● Targeted social skills instruction ● Student specific reinforcement system ● 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, homeschool plans to improve relationships and create proactive plans</p> <p><u>Triad of Instruction:</u></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 ● CSoC (Coordinated System of Care wrap-around referral) ● FINS (Families in need of services referral) 		

Lancaster Elementary 2021-2024

<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Monthly “Coffee with the Counselor”, parent advisory groups, special newsletter for parents and families that can incorporate information on topics related to school family connections, monthly zoom with counselor to share parenting strategies (2022-2023) 	<p>Resources needed:</p> <p>Counselor Newsletter Resources Zoom/Teleconferences</p>	<p>Participation Outcome: 1289</p> <p>Parent Feedback/Exit Tickets/Survey: Parents expressed their happiness to be back on campus and participating in activities with their children.</p>												
<p>Professional Development: Adult SEL for all staff-five core competencies including self-awareness, self-management, social awareness, relationships skills, responsible decision-making</p> <ul style="list-style-type: none"> ● Adult Wellness-Self Care ● Conscious discipline ● Understanding the impact of Trauma-Teaching from a trauma informed lens-ACES ● Stress management for Teachers and Students ● Creating an Effective Classroom Management Plan ● Whole Brain Teaching for Managing Difficult Students 	<p>Resources needed:</p> <p>Identify resources</p> <p>-Discipline, Classroom Management and Engagement Resources -Adult Wellness Resources</p>	<p>Feedback from Teachers:</p>												
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Behavior Coach-Social Emotional Google Classroom and Classroom Management Plan ● Every nine weeks survey the school climate and provide follow up and support to the areas most in need. (PBIS Committee Survey) ● Classroom Observations-Proactive Classroom Management plans ● Coaching ● Weekly team staffing (MAE and RISE Staff) ● Counselor/teacher wellness check in 														
<p>Budgets used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													
<p>Data used to Monitor and Evaluate Goal:</p> <p>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.</p> <p>School Climate: student and teacher feedback, focus groups, class observation, non-instructional space observation, meeting minutes, 1:1 discussions, surveys.</p>														

Lancaster Elementary 2021-2024

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 by ___ points each year as follows:

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

<p>Describe policies and practices to identify disabilities early and accurately:</p> <ul style="list-style-type: none"> Teacher Assistance Team (TAT) Student Building Level Committee (SBLC) Classroom-based Interventions Data At-Risk Students receive tutoring – data is collected regarding progress 	<p>Team Reflection:</p>
---	--------------------------------

<p>Describe structures to increase collaboration amongst general and special education teachers:</p> <ul style="list-style-type: none"> Attend PLC Common planning time SWE and regular education teacher collaboration meetings 	<p>Team Reflection:</p>
--	--------------------------------

<p>Supports and Strategies in Tier 1 (Core Instruction):</p> <ul style="list-style-type: none"> IRLA, Ready Gen, Guidebooks, Unique Learning and News 2 You (Moderate, Severe, RNC), Amplify Reading, Writing Revolution, Achieve 3000, Eureka Math, Eureka In Sync, Eureka Equip, Eureka Affirm, Reflex Math, Gizmos, Ready, i-Ready 	<p>Resources needed:</p> <ul style="list-style-type: none"> GB -Diverse Learners Guide/ Supports Flow Chart ReadyGen – Scaffolded Strategies Handbook 	<p>Team Reflection:</p>
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p>		

Lancaster Elementary 2021-2024

<ul style="list-style-type: none"> ● Amplify Instruction, IRLA, Project Read (Small Group), Guidebook Support, Achieve3000 (Print Materials – Small Group), Eureka Equip, Zearn (Small Group), Reflex Math, Ready Math (Small Group) 	<ul style="list-style-type: none"> ● Great Minds Curriculum Resources- inSync, Equip, Navigator, Affirm/Edulastic ● District Resources within Moodle/Google Classrooms ● Louisiana Believes State Planning Documents and Resources ● Discovery Education ● STPPS Writing Revolution Google Classroom/The Writing Revolution book and website ● Ready Math – i-Ready Mathematics ● Louisiana Math and ELA Content Leader ● Read and Write/Equatio ● Actively Learn – Social Studies 	
<p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> ● Amplify Instruction, IRLA, Project Read (Small Group), PCI (Moderate, Severe, RNC) Achieve3000 (Personalized Learning Path), Eureka Equip, Zearn (Small Group), Reflex Math, i-Ready 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Family Learning Night ● District Family Information Fair 	<p>Resources needed: Curriculum Based Resources specifically developed for FLN</p>	<p>Participation Outcome: 1289</p> <p>Parent Feedback/Exit Tickets/Survey: Parents expressed their happiness to be back on campus and participating in activities with their children.</p>

Lancaster Elementary 2021-2024

<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, Report Form ● Amplify ● Zearn ● Gizmos ● Eureka Math, In Sync, Affirm, Equip ● Ready, i-Ready ● Reflex Math ● Dibels ● Achieve 3000/Actively Learn ● Unique Learning/News 2 You ● Discovery Education ● Accountable talk/mathematical discussions ● SER, FBA, BIP trainings ● Monthly SWE consultants meetings 	<p>Resources needed:</p> <p>-Program Resources specifically for the PD mentioned.</p> <p>-PD Training/Business Days</p>	<p>Feedback from Teachers:</p>												
<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 														
<p>Budgets used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x													
<p>Data used to Evaluate Goal:</p>														
<ul style="list-style-type: none"> ● EOY: LEAP 2025 														

Lancaster Elementary 2021-2024

<ul style="list-style-type: none"> ● Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks and teacher created unit assessments ● Interim LEAP 360 data to track progress ● Observational Assessment Items ● GB Unit Tasks: CWT - Culminating Writing Tasks, ET - Extension Tasks, and CRT - Cold Read Tasks (all include writing and can be tracked for each unit) ● GB 2020 - Section Diagnostics and Culminating task
Middle of the Year Monitoring Results/Areas for Improvement:
End of the Year Results:

<p>ENGLISH LEARNERS</p> <ul style="list-style-type: none"> ● Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc. ● Consider verbally interpreting: registration & enrollment process, counseling on eligibility for EL program, disciplinary hearings, orientation/back to school events, parent-teacher conferences, medical emergencies/nurse calls, school-wide announcements over intercom, meetings; etc. 		
<p>Goal #3 (English Learners): From Spring 2021 to Spring 2024, all EL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing), each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking Chart)</p>		
<p>Supports and Strategies in Tier 1 (Core Instruction): 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 - 6: full English language immersion with push-in support</p>	<p>Resources needed: EL Outreach documents for families, i.e., Provide school information in parents' native language, Robocalls, and Summer Learning Brochure</p>	<p>Team Reflection:</p>
<p>Supports and Strategies in Tier 2 (Targeted Prevention): Programs include:</p> <ul style="list-style-type: none"> ● IRLA (supplement to core classroom instruction) ● Achieve 3000 		
<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 SBLC with input from the Pupil Appraisal member may consider a referral for</p>		

Lancaster Elementary 2021-2024

<p>Bulletin 1508 Evaluation. Programs include:</p> <ul style="list-style-type: none"> ● Project Read ● IRLA (supplement to core classroom instruction) 														
<p>Parent and Family Engagement Activity: Intentional efforts to welcome EL families into the schools, i.e.:</p> <ul style="list-style-type: none"> ● Family Learning Night ● Additional resources to supplement learning at home 	<p>Resources needed: Resources specifically developed for EL Events – flyers, curriculum-based resources, at-home learning resources.</p>	<p>Participation Outcome: 1289</p> <p>Parent Feedback/Exit Tickets/Survey: Parents expressed their happiness to be back on campus and participating in activities with their children.</p>												
<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 English language learners (environmental, language and cultural) 	<p>Resources needed: Resources specifically developed for EL Events</p>	<p>Feedback from Teachers:</p>												
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● EL Team (Elena Dieck and Lynn Upchurch, EL teachers and EL instructional aides on campus, Math and ELA district coaches) ● Whole classroom observations ● Small group observations (based on previous ELPT achievement scores) ● EL Team (Elena Dieck and Lynn Upchurch) Presentation/ Q & A during PLCs ● ESL Integration Specialist meets with classroom teacher upon request to provide interventions for the classroom 														
<p>Budgets used to support this activity: Identify budget</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													
<p>Data used to Evaluate Goal:</p>														
<ul style="list-style-type: none"> ● ELPS screeners to begin services; initial ELPS screener for new students to the state of Louisiana 														

Lancaster Elementary 2021-2024

- ELPT - administered every February
- LEAP/ LEAP Connect

Middle of the Year Monitoring Results/Areas for Improvement:

We have been unable to have a face-to-face Parent Engagement Night due to Covid Restrictions but will have one in late March.

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.:

- Teacher-Parent Conferences are held to discuss student performance and/or concerns and to make academic decisions. These may be requested by a parent or teacher.
- Home Connect report – Teachers send home this form of communication after benchmark testing. This offers explanations of the student’s progress and what is being assessed.
- Teacher Newsletters and Weekly Folders- Teachers send home weekly newsletters regarding curriculum, upcoming events, and other important notes. Weekly graded papers are sent home to be reviewed by parent and student assisting with monitoring student progress.
- School Website – School maintains website links to the Student Progress Center (JPAMS), important dates, and useful parent links to support students.
- Open House – Parents attended a virtual open house to meet their child’s teacher and hear a presentation on classroom expectations and learning goals. Parents are also given curriculum resources along with access to the state standards and STPSB Guaranteed Curriculum.
- Open Door Policy – Administration maintains an “open door policy” between parents, teachers, and administration to encourage on-going communication.
- Google Classroom and Google Meet – Students who are in quarantine or isolation due to Covid-19, utilize the Google Classroom platform to access instruction. The teacher conducts Google Meet video conferencing to address the concepts being taught and can address any misconceptions or the student’s skill deficits in a particular area.
- Family Learning Night: 3rd-6th grade students and family rotate through various English Language Arts, Math, Science, and Social Studies stations and participate in activities that support family knowledge of standards. This activity is held in the fall pending Covid restrictions.
- Robo-calls are used to notify parents of upcoming school events and immediate and/or unexpected changes.
- **Premiere Night:** Parents of incoming third grade students visit the school at the end of their second grade year. They are given a tour of the school and introduced to teachers, curriculum, and programs offered.

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

Lancaster Elementary 2021-2024

- SBLC Meetings – Parents are invited to attend Student Building Level Committee (SBLC) meetings to assist in developing a plan of action and/or interventions to assist students who are considered at-risk.
- Parent Teacher Association (PTA) - Parents and community members are invited to join the PTA to create a strong school and family connection. Volunteer opportunities are offered throughout the year for parents. The PTA meets monthly with school administration and representatives to make decisions on activities, programs and events that would be beneficial to student achievement and well-being.

Resources Needed to Support Parent and Family Engagement:

Special event supplies

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:

It was great to have families and volunteers back on campus. Family Learning Night and Premiere Night were a success.

5. INTERVENTIONS FOR AT-RISK STUDENTS

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

- DIBELS Progress Monitoring - students who score Below Benchmark or Well Below Benchmark on the Fall DIBELS Assessment qualify for interventions. Progress monitoring occurs every two weeks by the teacher. The school's Technology Resource Teacher monitors the interventions.
- Students with Characteristics of Dyslexia - students who have been identified qualify for a multi-sensory intervention program. Monitoring of the intervention is completed by either the regular education teacher, Students with Exceptionalities Teacher, and/or the 504 Coordinator.
- Students in Teacher Assistance Team (TAT) Process - Teachers are invited to attend TAT, a school level problem solving committee, to develop interventions for students who are in need of additional support. Monitoring of the interventions is conducted by the TAT Chairperson.
- Students in the School Building Level Committee (SBLC) - Parents are invited to attend SBLC meetings and assist in developing a plan of action and/or interventions to assist students. Monitoring of the Intervention is conducted by the SBLC Chairperson.
- Academic Improvement Plan Students - Fifth grade students who have scored below Basic in two or more subject areas on the LEAP 2025 test during their fourth grade year, qualify for an Academic Improvement Plan (AIP). A meeting is held by the SBLC committee to develop interventions. The interventions will be monitored by the regular education teacher, Students with Exceptionalities Teacher, and the SBLC Chairperson.

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

- Students attend intervention during a school-wide intervention time block - Power 30. Every student in the school participates in either intervention or enrichment. This time block ensures core instruction is not replaced nor missed.

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

- DIBELS Amplify - 3rd grade - Reading Fluency and Comprehension
- Reflex Math - 3rd through 6th grade - basic math fact fluency
- Achieve 3000 - 4th through 6th grade- Reading Fluency and Comprehension
- News 2 You - Moderate class - Reading Fluency and Comprehension
- Writing Revolution - 3rd through 6th grade - Writing Skills
- Guidebook Support - 3rd through 6th grade - Reading Comprehension
- Eureka Math - 3rd through 5th grade - Math - Problem Solving and Fact Fluency
- Zearn Math - 3rd through 5th grade - Math - Problem Solving and Fact Fluency
- IReady Math - 6th grade - Math - Problem Solving and Fact Fluency

Lancaster Elementary 2021-2024

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

- Monitoring of the intervention is completed by either the SBLC Chairperson, regular education teacher, Students with Exceptionalities Teacher, and/or the 504 Coordinator.

Budgets used to support this activity:

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

Resources Needed to Support Interventions: Access to all available programs and supplemental materials

Middle of the Year Monitoring Results:

End of the Year Results:

6. SUPPORT AND EXTENDED LEARNING

Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music)

- Speech/Language pathology – Speech Language Pathologists (SLP) provide speech and language support to students qualifying for SLP services. These pathologists offer social groups, in-class, individual, and small group support based on individual student needs and IEPs.
- Hearing Impaired support – Support for hearing impaired students is offered through the parish to support students with hearing impairments. Support is determined based on individual student needs and IEPs.
- Adapted PE support – Support for students requiring adapted physical education is offered through the parish to support students with gross & fine motor concerns that affect their participation in general education PE classes. Support is determined based on individual student needs and IEPs.
- Occupational Therapy - Support for students requiring occupational therapy is offered through the parish to support students with fine motor concerns. Support is determined based on individual student needs and IEPs.
- Physical Therapy - Support for students requiring physical therapy is offered through the parish to support students with gross motor concerns. Support is determined based on individual student needs and IEPs.
- English Learner Support - Support for students classified as English Learners is offered through the parish to strengthen speaking, listening and writing skills as the students become proficient with the English Language.
- KIT - Students receiving KIT services are eligible to receive further academic assistance with individualized tutoring and supplies provided as needed
- Art, Music, Physical Education, and Library Enrichment Classes - all students attend enrichment classes weekly to enrich and support their educational experience.
- Gifted and Talented Classes- classes are offered for students who have been identified as Gifted and/or Talented in the areas of academics, music, art, and theatre.
- Field trips- Students visit various locations around the community to extend their learning and connect to grade-level specific learning standards. Covid restrictions may prohibit field trips. (2022-2023)
- Guest Speakers- Community members are invited to share their knowledge with students on various topics relating to curriculum

Resources needed:

- Resources specifically developed for each support structure and/or program.

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

Resources needed:

Lancaster Elementary 2021-2024

<ul style="list-style-type: none"> • After School Care Homework Lab- certified teachers monitor and assist students with homework and study skills • Extracurricular club opportunities- students can sign up to participate in 4H, Student Council, Band, Choir, Strings, Turtlettes, Sign Language Club, Community Education classes, Builders club, High-Five club • Summer camp – certified teachers plan and execute learning activities in the summer (2022-2023) 											Resources specifically developed for each extended learning opportunity				
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														
List programs that need to be evaluated and what data will be used to monitor and evaluate:															
<ul style="list-style-type: none"> • Extended Learning Opportunities will be evaluated through the use of student and parent surveys at the end of the school year to gain feedback from stakeholders. 															
Middle of the Year Monitoring Results/Areas for Improvement:															
End of the Year Results:															

7. COUNSELING SERVICES

A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.

Services Provided by Mental Health Provider(s): <ul style="list-style-type: none"> • Individual Counseling • Small group Counseling 											Resources needed: Outcome Measurement Chart				
Services Provided by Counselor(s): <ul style="list-style-type: none"> • Counselor provides individual, small-group, and whole class services; plans Red Ribbon Week activities; monitors students for receiving services through tracking data, interviews with teachers, and collaboration with administration. 											Resources needed: Red Ribbon Week incentives				
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:

Students participated in the red ribbon activities this year. Counselors and MHPs serviced students.

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.*

Transition Activities for Students:

Incoming Students

- *Incoming Student Tours* - During the spring of each school year, the Lancaster faculty will coordinate with Madisonville Elementary School to allow incoming students the opportunity to visit Lancaster in preparation to attend the following year.
- *Premier Night* – During the Spring semester, Premier Night is held for new families to visit the school in the evening. Tours, question and answer time, PTA support and information are all available during this event.
- *Meet the Teacher Day* - Parents and students will have the opportunity to meet their teachers prior to the first day of school, allowing them to bring school supplies and visit the classroom. This will be done at the beginning of the school year during teacher professional development days. Parents will be notified through the phone messaging system, school website, and notices on the school doors.
- *New Family Orientation* – Students and parents who are new to the area will have the opportunity to attend a meeting before school starts to learn more about Lancaster Elementary, its policies and procedures, and helpful information about the community.
- *School Information Brochure* is provided to all incoming students.

Outgoing students

Resources needed:

Basic office and program supplies

Lancaster Elementary 2021-2024

- During the spring of each school year, the Lancaster faculty will coordinate with Madisonville Junior High School to allow outgoing students the opportunity to visit in preparation to attend the following year. A junior high open house night is held and all students in 6th grade are invited to attend.
- A “junior high” day will be held during the 4th nine week period for students to experience the ins and outs of the junior high setting.

Parent and Family Engagement Activity:

- *Premier Night* – During the Spring semester, Premier Night is held for new families to visit the school in the evening. Tours, question and answer time, PTA support and information are all available during this event.
- *Meet the Teacher Day* - Parents and students will have the opportunity to meet their teachers prior to the first day of school, allowing them to bring school supplies and visit the classroom. This will be done at the beginning of the school year during teacher professional development days. Parents will be notified through the phone messaging system, school website, and notices on the school doors.
- *New Family Orientation* – Students and parents who are new to the area will have the opportunity to attend a meeting before school starts to learn more about Lancaster Elementary, its policies and procedures, and helpful information about the community.

Resources needed:
Basic office and program supplies

Participation Results: 150

Feedback from Parents/Families:
Families were happy to be on campus and able to tour the school with their students.

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													

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:

- Professional Learning Communities- PLC teams are structured by grade level and subject and led by a chosen administration assistant to facilitate the meeting.

Resources needed:

Basic office and program supplies

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

- Teachers will meet once per month for approximately 3 ½ hours(half day), to analyze data, plan common assessments, develop and plan engaging lessons for students through the use of technology integration, various software and online resources, KAGAN, Literacy Strategies and an emphasis on Louisiana State Standards. Teachers will also focus on diverse learners and meeting the needs of all students.

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													

Middle of the Year Reflection/Areas for Improvement:

All grade levels have participated in PLC three times. We need to provide more time focus on our social studies goal.

End of the Year Feedback from Teachers:

Teachers felt that PLC was relevant and time worthy this year. They would like to have more common planning time during PLC.

Areas for Improvement:

Moving forward, we need to spend more time during PLC analyzing student work and using that data to drive instruction and assessment.

10. OTHER PROFESSIONAL DEVELOPMENT

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

Other Professional Development:

- TRT and Curriculum specialists will present parish-level updates about curriculum and testing.
- Curriculum specialists will present as needed on specific topics as requested by teachers or administration.
- Achieve 3000 representatives will present strategies for effective use of the program whole-class.
- New Teacher Meetings – New teachers, through the guidance of administration, teacher mentors, and TRT will meet monthly to review school policies and procedures, classroom management, and curriculum issues. New teachers and their mentors may also meet weekly depending upon need. Teachers new to the parish will attend the parish-wide training program, BOOST, for new teachers.
- Learning Walks- Teachers will participate in learning walks at least once per school year. They will collaborate and discuss their observations upon completion in follow-up meetings.
- Peer Classroom Observations – As part of post-observation recommendations, teachers will be assigned to observe in peer teacher classrooms for the specific purpose of observing strategies related to classroom management, questioning, engagement, choice, assessment, and implementing workstations.
- Leadership Meetings – Once per month, grade chairpersons will meet with administration to discuss curriculum needs and support needs for students and teachers. Information discussed is redelivered to all teachers during grade level meetings.
- Grade Level Collaboration Meetings - Once per month, teachers will meet in grade levels to discuss lesson planning, unit assessments, curriculum issues, student data and administrative notes.
- Outside of PLCs and other in-school PD, teachers will participate in professional development during faculty meetings, participation in Summer Institute, parish-wide PD days in August, October, and March, and other parish-sponsored in- services. Topics to be covered will be based upon the needs of the teachers and mandates from the school system. Teachers will also complete surveys after professional development activities so that administration can gain input into future professional development needs and any follow-up needs.
- Teacher Surveys – Teachers will complete a survey after all professional development workshops so that their input can be used in the decision making of future sessions. These surveys will guide academic needs and support for both teachers and students. End of the year surveys are administered to employees and information is used to plan for all aspects of the next school year.

Resources needed:

-Resources specifically developed for each Professional Development.

Lancaster Elementary 2021-2024

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

- The instructional coaches will assist in leading PLC meetings, attend admin team meetings, attend instructional team meetings, conduct learning walks, meet, coach and support teachers.

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													

Middle of the Year Reflection/Areas of Improvement:

We had many teachers attend Project Read training.

End of the Year Feedback from Teachers:

Teachers felt supported by our instructional coaches and enjoyed working with both of them.

Possible PD needs for next school year:

Teacher trained in multiple areas of Project Read.

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):

- Parents will be included in the school-wide plan by reviewing, discussing and adding input to the plan. This will occur a minimum of three times per year. Months include: November, February, and May.

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):

- The results of the plan will be reported through the use of the school’s website, newsletter and at a PTA meeting. All stakeholders will be invited.

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 school-wide committee will meet by reviewing, discussing, and adding input to the plan. This will occur a minimum of three times per year. Months include: November, February, and May.

2021-2024 Committee Members

School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

Members Include:

- Administrator: Laura Haggard
- Teacher: Nicole Roberts
- Teacher: Jade Simms
- Teacher: Carrie Anguzza
- Teacher: Amy Barnes
- Parent/Family: Bridgette Taranto
- Parent/Family: Nicole Mclvor
- Community Member: Kimberly Tweedel
- Student Member: Blake Haggard

Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

Members Include:

- Administrator: Laura Haggard
- Teacher: Nicole Roberts
- Teacher: Jade Simms
- Teacher: Carrie Anguzza
- Teacher: Amy Barnes
- Parent/Family: Nicole Mclvor
- Parent/Family: Bridgette Taranto

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