

2021-2024
SCHOOL ADVANCEMENT PLAN

Abney Early Childhood



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
<ul style="list-style-type: none"> ● The decrease of students below benchmark at BOY in comparison to EOY is significant and a result of the effective core and intervention instruction. At BOY 11% (14 students) and EOY 31% (45 students) Core instruction as not all students are involved with a Tier 2/3 intervention. The decrease of Well below and below is a direct reflection of the effectiveness of the intervention (MClass intervention). 	<ul style="list-style-type: none"> ● According to DIBELS Next data (2012-2021), Kindergarten has shown a decrease in maintaining at least 80% in the overall number of students achieving Benchmark from Fall to Spring as evidenced by: ● 2012-13 87% 2013-14 81% 2014-15 80% 2015-16 83% 2016-17 85% 2017-18 79% 2018-19 69% 19-20- N/A 20-21- 73%
<ul style="list-style-type: none"> ● As a whole school there was a 43% decrease for intensive students from BOY to EOY with a 55% increase from BOY to EOY of students. 	<ul style="list-style-type: none"> ● According to CLASS data, Kindergarten's total domain average has not attained a 6.0 (excellent rating) for three consecutive years (18-19-5.90, 19-20-5.91, 20-21-5.87). ● Comparing Class data, the instructional support domain average has decreased from 19-20 5.11 to 20-21- 4.79.
<ul style="list-style-type: none"> ● When comparing AECC data of a student's benchmark mark or above to district data for EOY, AECC was at 73% and the district was 70% . 	<ul style="list-style-type: none"> ● According to IRLA data In the 2020 -2021 school year, only 50% of the students were on grade level by EOY.
<ul style="list-style-type: none"> ● 9 out of the 15 Prek/Kindergarten are rated excellent receiving a 6.0 or above on the Class tool for the 2020-2021 school year. ● Kindergarten's emotional support average increased by .22 points from 19-20 to 20-21. ● Pre-K classroom organization increased by .07 from 19-20 to 20-21, with all three-dimension areas in this domain increasing. 	

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 Kindergarten will increase the percentage of students reading on level at the end of Kindergarten, from 50% on level in 20-21 to 80% on level for 21-22 as evidenced by IRLA data. Our three year goal will be to have 90% of our students on level by 2024.

<p>Instructional Focus:</p> <p>-Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize guaranteed curriculum (ReadyGen) to guide daily core instruction. <input type="checkbox"/> ReadyGen reading routines are used within the core reading instructional time to assist with building knowledge. <p>-Heggerty Phonemic Awareness</p> <p>Phonological awareness: Demonstrate understanding of spoken words, syllables, and sounds(RF.K.2 and RF.1.2)</p> <p>Phonics: Know and apply grade-level phonics and word analysis in decoding words (RF.3)</p>	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Amplify Instruction ● Amplify Reading ● ARC Bookshelf ● IRLA manual and IRLA data targets ● IRLA Foundational Skills Toolkit ● 	<p>Team Reflection:</p>
<p>Parent and Family Engagement Activity:</p> <p>Literacy Night</p> <p>Activity: Show parents and students how to navigate Amplify Reading</p> <p>Activity: Phonological awareness and phonics stations</p> <p>Send information home about student progress in IRLA that includes ideas of how parents can help their child at home.</p> <p>Send HOME CONNECT newsletter, which is located in Amplify, three times a year which summarizes DIBELS benchmark results.</p> <p>Family Literacy Engagement: LDOE has provided engaging parental involvement activities for home and school.</p> <p>www.louisianabelieves.com/resources/library/literacy-library</p>	<p>Resources needed:</p> <ul style="list-style-type: none"> ● White Paper ● Colored Paper ● Colored Cardstock ● White Cardstock ● Copy Machines ● Copy Machine Ink ● Printers ● Printer Ink ● 2 pocket Folders ● Prong Folders ● Pens ● Pencils 	<p>Number of Participants:</p> <p>Summary of Parent Feedback/Exit Tickets/Survey:</p>

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	<ul style="list-style-type: none"> ● Stapler and staples ● Computers ● Laminate Sheets ● Laminators ● Sheet Protectors ● Sticky Notes ● Tape ● Glue ● Dry Erase Markers ● Dry Erase Student Boards ● Dry Erase Sleeves ● Gallon Size Ziplock Bags ● Quart Size Ziplock Bags ● Snack Size Ziplock Bags ● Carts ● Baskets ● magnets ● iPads ● hands-on activities ● read aloud children books 	
<p>Professional Development: Monthly Profession and weekly common planning How to analyze DIBELS data and select appropriate lessons in Amplify Instruction to maximize growth</p>	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Posted chart paper ● pens 	<p>Feedback from Teachers:</p>

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<p>How to analyze IRLA data to maximize rate of reading growth District IRLA professional development by American Reading Company Planning phonological awareness and phonics differentiated activities</p>	<ul style="list-style-type: none"> ● markers ● white paper ● highlighters ● pencils 	
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● The campus tutor works 5 days a week for 20 hours a week in 8 kindergarten classrooms. She provides interventions to at-risk students in each classroom in Reading. ● Instructional Coach-provide support with foundational skills planning, analyze DIBELS benchmark and progress monitoring, and IRLA data with teachers. ● Instructional Coach-model foundational skills lessons ● Curriculum Specialist to provide support teachers with PD and observation feedback ● PLC's will focus on: <ol style="list-style-type: none"> 1. Analyzing student Reading growth using Amplify 2. Analyzing student growth in IRLA 3. Plan for small group foundational skills instruction 		

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													

<p>Monitoring and Evaluating</p>	
<p>Assessments:</p> <ul style="list-style-type: none"> ● DIBELS 8th benchmark assessments (BOY,MOY, EOY) ● DIBELS 8th Progress Monitoring (Below and Well Below benchmark every 2 weeks) ● IRLA initial assessments ● IRLA tracking 	<p>Observations:</p> <ul style="list-style-type: none"> ● Administrator will visit every k-12 classroom during their foundational skills time at least once a month to conduct a snapshot ● Once a year the School Improvement Committee (or Instructional Leadership Team) will visit every K classroom at least once a month to conduct a snapshot during foundational skills instruction.

Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

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<p>Goal #2 Kindergarten will maximize math achievement by increasing the overall performance on the district-based MATH SLT from 75% on the Math Readiness SLT (BOY 2021) to 85% overall performance average on the end-of- year Kindergarten Math Mastery assessment per year.</p>		
<p>Instructional Focus: In the 2021-2022 school year, we will be leveraging coherence within identified domain/subcategory to address student progression toward mastery of major content of the grade level. K.CC.C.6 Counting and Cardinality - Comparing Numbers</p>	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Great Minds Curriculum Resources: InSync, Equip, Navigator, Affirm/Edulastic ● District Resources within Guaranteed Curriculum/Google Classrooms ● Louisiana Believes State Planning Documents 	<p>Team Reflection:</p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Curriculum based parental support letters to support at home learning ● Math learning night/event to assist parents in strategies/models presented during instruction ● LDOE parent support information ● Communication of assessments/scoring criteria using progression to mastery rubrics 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● White Paper ● Colored Paper ● Colored Cardstock ● White Cardstock ● Copy Machines ● Copy Machine Ink ● Printers ● Printer Ink ● 2 pocket Folders ● Prong Folders ● Pens ● Pencils ● Stapler and staples ● Computers ● Laminate Sheets ● Laminators 	<p>Number of Participants: Summary of Parent Feedback/Exit Tickets/Survey:</p>

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	<ul style="list-style-type: none"> ● Sheet Protectors ● Sticky Notes ● Tape ● Glue ● Dry Erase Markers ● Dry Erase Student Boards ● Dry Erase Sleeves ● Gallon Size Ziplock Bags ● Quart Size Ziplock Bags ● Snack Size Ziplock Bags ● Carts ● Baskets ● magnets 	
<p>Professional Development: Conference/progression of learning standards within identified domain/subcategory Problem Situation Representations (Fluency with strategies applied in situations)</p>	<p>Resources needed:</p> <ul style="list-style-type: none"> - substitutes for PLC meetings 	<p><u>Feedback from Teachers:</u></p>
<p>Follow Up and Support: Math content leaders model lessons focussing on specific domain/module within content leader sessions connected to subcategory identified as a need area PLCs will focus on planning for student tracking toward progress of identified standards within the subcategory needs area Curriculum specialist provides specific PD based on goal identified/follow up support Curriculum specialist support to content leaders and math instructional coach support Instructional coach model lessons supporting identified area of need within subcategory/domain performance while classroom teacher identifies the specific “look-</p>		

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fors” within the lessons modeled to focus the debrief conversation															
Budgets used to support this activity:															
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	
X	X														
Monitoring and Evaluating															
Assessments: EOY Math SLT							Observations: <ul style="list-style-type: none"> ● Administrator snapshots 								
Middle of the Year Monitoring Results/Areas for improvement:															
End of the Year Results:															

Goal #3		
<ul style="list-style-type: none"> ● The whole school average for the instructional support domain will increase from 4.79 (20-21) to at least a 5.0 for the 21-22 school year as measured by CLASS observation data. By the end of the 2024 school year we would like to see our score at a 5.7. 		
Instructional Focus: Increase the quality of classroom interactions among teachers and students to improve the depth of knowledge and skills related to the Dimensions in the Instructional Support Domain: <ul style="list-style-type: none"> ● Concept Development ● Quality of Feedback ● Language Modeling 	Resources needed: <ul style="list-style-type: none"> ● CLASS observations (data) ● CLASS professional development ● sub funding for PLC days ● folders ● Teachstone website ● Prek Dimension Guides ● Kindergarten Dimension Guides ● K-3 CLASS Primer virtual training for K teachers 	Team Reflection:

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	<ul style="list-style-type: none"> ● observer training for instructional coach/admin ● paper, copies, ink for CLASS resource copies ● laminating paper ● cardstock ● hands-on materials for literacy/math stations and centers ● chart paper ● dry erase boards ● dry erase markers ● folders ● binder ● sheet protectors ● highlighters ● read aloud childrens' books ● STEM kits ● containers for STEM materials 	
<p>Parent and Family Engagement Activity: Quarterly School-wide Family newsletters to promote:</p> <p>-Language Modeling: How to promote open-ended conversations with your child and encourage back and forth conversations</p> <p>-Quality of Feedback: providing specific encouragement and affirmations to children to provide feedback and encourage persistence</p> <p>-Concept Development: Providing parents and families with examples of higher-order thinking questions to ask while they read to their child; Prek also sends home a monthly open-ended, creative family engagement project for students and families to complete that encompasses brainstorming, creating, and producing.</p>	<p>Resources needed:</p> <ul style="list-style-type: none"> ● paper ● copies ● ink ● folders ● cardstock ● stamps ● envelopes ● hands-on materials for family involvement projects ● plastic ziploc bags (all sizes) ● staples ● staplers ● pens ● highlighters ● markers 	<p>Number of Participants:</p> <p>Summary of Parent Feedback/Exit Tickets/Survey:</p>

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	<ul style="list-style-type: none"> ● crayons ● pencils ● copy machines ● laminating film ● velcro ● index cards 													
<p>Professional Development: -monthly PLC meetings to review CLASS domains and dimensions and to review CLASS observation data</p> <p>-weekly common planning hour-long sessions to integrate CLASS components and standards and curriculum</p>	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Instructional Coach ● Various Google Classrooms: <ul style="list-style-type: none"> ○ Kinder Literacy Resources ○ PreK Literacy and Writing ○ Kindergarten ELA ○ Kindergarten Math 	<p><u>Feedback from Teachers:</u></p>												
<p>Follow Up and Support:</p> <p>-Instructional Coach conducts monthly snapshots for CLASS and provides PreK and K teachers with written and verbal feedback. Coach will debrief with the teacher within 24 hours and create a goal and coaching plan based on snapshot data.</p> <p>-Coach, Teacher, and Instructional Leadership Team will review CLASS observation data (district/state/snapshots) and collaborate to formulate individual teacher goals</p> <p>-PLC instruction to go in depth to connect CLASS, Curriculum, and Standards</p>	<ul style="list-style-type: none"> ● anchor chart paper ● chart markers ● office supplies: staple, stapler, tape, sticky tack ● copy machine ● copies ● paper ● ink ● laminating sheets/film ● laminator ● Teachstone ● K-3 Dimension Guide ● PreK Dimension Guide ● funding for subs for PLCs ● folders ● sheet protectors ● file folders 													
<p>Budgets used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													

Monitoring and Evaluating

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<p>Assessments: Instructional Coach follow up with informal snapshots of the classroom as needed based on based on CLASS Observation scores</p>	<p>Observations:</p> <ul style="list-style-type: none"> ● Fall/Spring CLASS Observations for district personnel ● Fall/Spring State CLASS Observations by Third-Party
<p>Middle of the Year Monitoring Results/Areas for improvement:</p>	
<p>End of the Year Results:</p>	

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 _____ % points each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
# of referrals	%	%	%
13			

<p>Tier 1 (School wide):</p> <ul style="list-style-type: none"> · Weekly social skills lessons with guidance counselor · Positive Behavior reinforcement · Seating Charts <p><u>Triad of Instruction:</u></p> <ul style="list-style-type: none"> ○ Second Steps (PK-K) ○ Classroom Management Plan ○ PBIS ○ Support of Counseling (MHP) 	<p>Resources needed: Second Steps Curriculum Resources, weekly meetings with Leadership Team to discuss and review data, time to plan, develop and collaborate monthly PBIS activities/rewards (PBIS TEAM), CLASS observation</p>	<p>Team Reflection:</p>
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<ul style="list-style-type: none"> ○ Classroom Guidance lessons 	<p>data/PD for Behavior Management support</p>	
<p>Tier 2 (Targeted Prevention):</p> <p><u>Triad of Instruction:</u></p> <ul style="list-style-type: none"> ○ Targeted social skills ○ Student-specific reinforcement system ○ Mental health counseling services for individual/groups <p>Check in/check out</p>		
<p>Tier 3 (Intensive Individual):</p> <p><u>Triad of Instruction:</u></p> <ul style="list-style-type: none"> ○ FBA/BIP ○ Safety Plan ○ Crisis Intervention Plans ○ CSoC <p>FINS</p>		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Monthly Coffee with the Counselor virtual meetings 	<p>Resources needed: time for counselor to plan, develop meeting agendas and content for virtual meetings</p>	
<p>Professional Development: Conscious Discipline</p>	<p>Resources needed: CLASS observation data/PD for Behavior Management support, Conscious Discipline resources, Behavior Coach support, Google Classrooms</p>	<p>Feedback from Teachers:</p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Behavior Coach ● District-created Behavior Workshop Google Classroom ● Classroom Observations-Proactive Classroom Management Plans 		

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- Coaching
- Instructional Leadership Team-weekly meetings

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:

- Behavior data and documentation will be inputted into JPams regularly and monitored by admin. team.
- Counselor will review and evaluate behavior data monthly and use information to plan monthly Positive Behavior Support rewards/activities

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

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- *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	2021-2022	2022-2023	2023-2024
SPS	SPS	SPS	SPS
23.8			

Describe policies and practices to identify disabilities early and accurately:

district has Early Steps which helps to identify students before school age. Teachers take detailed data of students regarding behavior, social, and academic deficits.

Team Reflection:

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

On our campus the SWE teachers are embedded into the regular education classroom. They work closely to monitor and collaborate ways to intervene with the SWE students.

Team Reflection:

Supports and Strategies in Tier 1 (Core Instruction):

IRLA, Ready Gen, Amplify Reading, Eureka Math, Eureka Equip

Resources needed:

- Ready Gen
- District Resources within Moodle
-

Team Reflection:

Supports and Strategies in Tier 2 (Targeted Prevention):

- Amplify Instruction, IRLE, Eureka Equip, Zearn (Small Group)

Supports and Strategies in Tier 3 (Intensive Individual):

- Amplify Instruction, IRLA, Eureka Equip, Zearn

Parent and Family Engagement Activity:

- Literacy/Math Night

Resources needed:

- literacy and math activities
- parent handout
- paper
- markers
- cardstock
- flyers

Participation Outcome:

Parent Feedback/Exit Tickets/Survey:

Professional Development:

- Lesson planning/unit planning in COmmon Planning
- Amplify
- Ready Gen
- Zearn

Resources needed:

- copies
- papers
- substitute for the PD meetings

Feedback from Teachers:

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<ul style="list-style-type: none"> ● Eureka Math, Equip ● Dibels ● IRLA ● SER, FBA, BIP Trainings ● Monthly SWE consultant meetings 	
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Leadership Team ● Model Lessons- Instructional Strategies, scaffolding ● Purposeful planning for student tracking toward progress of identified standards or IEP goals. ● Analyzing assessments, feedback and next steps ● Walk Through and Look Fors 	

Budgets used to support this activity:

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

Data used to Evaluate Goal:

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

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<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 standards. Kindergarten - Full English language immersion with push-in support</p>	<p>Resources needed: EL outreach documents for families, i.e., Provide school information in parent’s native language, robo calls, 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"> Fast Forward/Reading Assistant URLA (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 3 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 Bulletin 1508 evaluation. Programs Include:</p> <ul style="list-style-type: none"> Project Read URLA (Supplement to Core Classroom Instruction) 		

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<p>Parent and Family Engagement Activity: Intentional efforts to welcome EL families into the schools:</p> <ul style="list-style-type: none"> Resources to supplement learning at home 	<p>Resources needed:</p> <ul style="list-style-type: none"> copies of resources for front office and website 	<p>Participation Outcome:</p> <p>Parent Feedback/Exit Tickets/Survey:</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:</p>	<p>Feedback from Teachers:</p>																														
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> EL (Elena Dieck and Lynn Upchurch, EL teachers and EL instructional aids 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 the classroom teacher upon request to provide interventions for the classroom 																																
<p>Budgets used to support this activity:</p> <table border="1"> <thead> <tr> <th>Title I</th> <th>GFF</th> <th>Title II</th> <th>LA4</th> <th>IDEA</th> <th>Title III</th> <th>Title IV</th> <th>Perkins</th> <th>JAG</th> <th>Bonds</th> <th>DSS</th> <th>CDF</th> <th>ESSER</th> <th>SCA</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td align="center">X</td> <td align="center">X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	X	X													
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X	X																															
<p>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 ELPT - administered every February 																																
<p>Middle of the Year Monitoring Results/Areas for Improvement:</p>																																
<p>End of the Year Results:</p>																																

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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.:

- School Website
- Teacher Websites (JPams)
- Weekly Newsletters
- Classroom Calendars
- Google Classroom
- Parent Conferences
- Additional Curriculum Resource Documents
- Robo Calls

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

- Parent Conferences
- SBLC
- Administrator Hiring Process

Resources Needed to Support Parent and Family Engagement:

- White Paper
- Colored Paper
- Colored Cardstock
- White Cardstock
- Copy Machines
- Copy Machine Ink
- Printers
- Printer Ink
- 2 pocket Folders

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- Prong Folders
- Pens
- Pencils
- Stapler and staples
- Computers
- Laminate Sheets
- Laminators
- Sheet Protectors
- Sticky Notes
- Tape
- Glue
- Dry Erase Markers
- Dry Erase Student Boards
- Dry Erase Sleeves
- Gallon Size Ziplock Bags
- Quart Size Ziplock Bags
- Snack Size Ziplock Bags
- Carts
- Baskets
- Manipulatives

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:

- Kindergarten teachers utilize DIBELS 8 data, benchmark assessments and progress monitoring data, to identify students scoring intensive and strategic who are in need of literacy intervention.
- Kindergarten interventions are monitored every 10-days using progress monitoring data; classroom teachers, TRT, instructional coach, and principal monitor the progress monitoring data using the mCLASS system.
- PreK teachers utilize the TSGold beginning of year data and beginning of year ELA and Math assessments to formulate strategic, leveled small-groups to meet students’ academic needs.

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

- Kindergarten classrooms have a 30-minute literacy intervention block each day; this block is separate from their core literacy instruction. A certified tutor pushes in the classroom during the intervention block to provide intervention instruction to specific groups.

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

- Kindergarten:
 - ELA: Amplify Instruction- literacy intervention program; targeted lessons for phonological awareness skills, decoding, and phonics
 - Math: Eureka Equip/Zearn for standards-based math instruction

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

- Teachers are given a reminder prior to each progress monitor day. Classes are checked in Amplify to ensure all students have been progress monitored before starting a new cycle.

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:

- iPads
- paper
- hand-on activities
- dry erase boards
- dry erase markers
- literacy materials

Middle of the Year Monitoring Results:

End of the Year Results:

6. SUPPORT AND EXTENDED LEARNING

Support and extended learning opportunities within the school day (field trips, art, music, etc.)

- 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): Kindergarten P.E., Art, Music, Library Title 1 ESL Inclusion and K-blended Co-teaching PLCs Speech STEM KITS

Resources needed:

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

- Fire Safety
- Read Across Abney
- Community Helper Day
- PreK parental involvement

Resources needed:

Budgets used to support this activity:

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

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

-

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

7. COUNSELING SERVICES

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A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to redirect 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.

<p>Services Provided by Mental Health Provider(s):</p> <ul style="list-style-type: none"> ● Counselors go to each classroom and teach second steps skills/lessons to pre-k and kindergarten students weekly.. ● The counselor works individually with students identified needing counseling services through SBLC, teacher recommendations, or parent requests daily. Thought check in/check out and behavior plans student behaviors are tracked. The counselor meets with small groups to teach behavior/social skills weekly. 	<p>Resources needed:</p>
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<p>Services Provided by Counselor(s):</p> <ul style="list-style-type: none"> ● weekly whole class Guidance, small group second step lesson, individual guidance 	<p>Resources needed:</p>
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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:

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*

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- *preparing students for postsecondary transition.*

Transition Activities for Students:

- Conduct a parent/family information meeting at head start for incoming students in May.
- Head Start and Rainbow Child Daycare comes to tour the campus at the end of every school year for incoming students.
- A parent/family orientation is conducted yearly to assist with the transition of students coming from PreK to Kindergarten August.
- PreK does a unit in May "Kindergarten Here I Come" to prepare students for Kindergarten. Activities are sent home to link school to home. Daily tours are done for all incoming students on an as needed basis for both parents and students. The children of Abney Early Childhood Center share a cafeteria, gym, and library with Abney Elementary. This allows students to familiarize themselves with the campus they will be attending. Students arrive and dismiss at the Elementary each morning and afternoon. In April Abney Early Childhood Kindergarten students and parents are invited to participate in BUMP day in which they visit the feeder grade/school and learn about the curriculum and expectations. Some of the kindergarten students attend the after school program on the elementary campus. The children are familiar with the physical layout of the school. Each May the kindergarten children take a tour of the first grade wing and visit each first grade classroom. Collaboration between Abney Early Childhood's principal and the Special Education Coordinator and teachers of Abney Elementary take place quarterly to ensure a smooth transition for all special education students.
- At the end of the 2021-22 school year there are plans for the elementary Principal to meet with the children and their parents/families to welcome them and talk about first grade curriculum and expectations.

Resources needed:

- Computers
- Tablets
- Dry Erase Boards
- Papers
- Manipulatives
- Pens
- Pencils
- Crayons
- Literacy Materials
- Ink
- Color Paper
- Glue
- Markers
- Chart Paper
- Salaries and Benefits for Tutors
- Salaries and Benefits for subs
- Clip boards
- Index Cards
- Velcro
- Laminating Film
- Printer

Parent and Family Engagement Activity:

- Zoom Meeting with current parents with the upcoming grade level teachers to discuss expectations and things to do over the summer to make transition easier.

Resources needed:

Participation Results:

Feedback from Parents/Families:

Budgets used to support this activity:

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

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:

- We have each grade divided up into ELA/Math teams. Those teams meet every week and then once a month the entire grade level is able to meet together.

Resources needed:

-8 substitutes to cover the teachers.
Kindergarten teacher ½ am and
PreKindergarten teachers ½ pm.

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

- PLCs are conducted once a month for a 1/2day to review even more in depth new curriculum components, assessments, data review, DIBELS, and strategies to help all students meet academic benchmarks. Also discussed is how to differentiate instruction to meet the needs of students with disabilities and EL students in all the classrooms.
- ELA and Math teams meet weekly for one hour on Tuesday to discuss curriculum, assessments, resources, and materials. Teachers meet with Instructional Coach on lessons they need additional support whether it's in modeling the lesson, additional resources or specific kids, etc.
- PLCs are facilitated by administration, early childhood coaches, and teachers. We look at Data from DRDP, BURST, Teaching Strategies, SLTs, Teacher made assessments to formulate small groups and identify at-risk students along with interventions that will be done to improve student achievement. Data is reviewed at every meeting.

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:

-

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

-

Resources needed:

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

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):

- Parents will be included in the development of school wide plan through the exit tickets conducted with each event put on by the school.

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 evaluation results of the school-wide plan will be reported to the school’s stakeholders with a link on our school website at the end of the year.

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 committee will meet and discuss school programs being implemented quarterly to determine the effectiveness to assist with planning.

2021-2024 Committee Members

School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

Members Include:

- Administrator: Diana Troyer
- Teacher: Dawn Chaisson
- Teacher: Jessica Kelly
- Teacher: Val Jones, TRT
- Parent/Family:
- Parent/Family:
- Community Member:

Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

Members Include:

- Administrator: Diana Troyer
- Teacher: Dawn Chaisson
- Teacher: Jessica Kelly
- Teacher: Val Jones, TRT
- Parent/Family:
- Parent/Family:

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