

2021-2024
SCHOOL ADVANCEMENT PLAN

Marigny 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
Our overall average on the CLASS Observational Tool for Pre-K is 6.17 out of 7.0.	On the Quality of Feedback Dimension average score on the CLASS Observational Tool for Pre-K is 4.58 out of 7.0 which indicates a relative weakness.
On DIBELS for the end of the 2020-2021 school year, 76% of kindergarten students scored at or above benchmark and 82% of 1st grade scored at or above benchmark.	For the 2021-2022 year, 56% of kindergarten students scored below/well-below benchmark on DIBELS BOY.
In the Spring of 2021, we had 71% of our Kindergarten students on grade level for IRLA (reading at a Green 1 level or above). There were 88% of the students who progressed at least two levels during the school year. There were 33% of the students who finished the school year reading above the goal level of Green 1 at the end of the 2021 year.	At the end of the 20-21 school year, on IRLA only 15% of Kindergarten Students with Exceptionalities were at the 1-Green reading level. At the end of the 20-21 school year, on IRLA only 21% of first grade students with exceptionalities were reading on level at the 2-Blue reading level.
In the Spring of 2021, we had 78% of our First grade students on grade level for IRLA (reading at a Blue 2 level or above). There were 91% of the students who progressed at least two levels during the school year. There were 46% of the students who finished the school year reading above the goal level of Blue 2 at the end of the 2021 year.	Based on our 3rd grade Spring Math LEAP 2025 scores, 46% of our third graders were below proficient level in the area of Expressing Mathematical Reasoning. Since we utilize our feeder school's 3rd grade LEAP scores as a basis for planning and to help build mathematical thinking, this is as an area of weakness.
Based on the Spring 2021 LEAP 2025 assessment data, 64% of Third grade math students scored mastery or advanced in the reporting categories of Additional and Supporting Content and Modeling and Application. Since we utilize our feeder schools 3rd grade LEAP scores to help plan this shows us an area of strength.	
There has been a decrease in discipline referrals (incident counts) over the past three years. 2018-2019:15 referrals, 2019-2020: 7 referrals, and 2020-2021: 4 referrals.	

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 DIBELS 8th

From Spring 2021 to Spring 2024, K-1 students will increase reading achievement by increasing the percentage of students *At or Above Benchmark* on DIBELS 8th by 2% points each year as follows:

Grade	2021 EOY %	2022 EOY %	2023 EOY %	2024 EOY%
K	76%	78%	80%	82%
1 st	82%	84%	86%	88%

Instructional Focus:

- Interventions to target students' needs

Resources needed:

- Amplify Instruction
- Amplify Reading
- ARC Bookshelf

Team Reflection:

Parent and Family Engagement Activity:

- Literacy Night
 - Activity: Read books using ARC Bookshelf and engage in extension activities
 - Activity: Phonological awareness and phonics stations

Send *Home Connect* newsletter, which is located in Amplify, three times a year which summarizes DIBELS benchmark results.

Family Literacy Engagement: LDOE has provided engaging parental involvement activities for home and school.

www.louisianabelieves.com/resources/library/literacy-library

Resources needed:

- Amplify Instruction
- Amplify Reading
- ARC Bookshelf

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

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Professional Development <ul style="list-style-type: none"> How to analyze DIBELS data and select appropriate lessons in Amplify and IRLA Instruction to maximize growth Planning phonological awareness and phonics differentiated activities Deepen teachers' understanding of word knowledge by teaching phonics rules through the <i>STPSS Word Study Guide</i> 	Resources needed: <ul style="list-style-type: none"> Amplify Instruction Amplify Reading ARC Bookshelf 	<u>Feedback from Teachers:</u>
Follow Up and Support <ul style="list-style-type: none"> Instructional Coach- provide support with foundational skills planning, analyze DIBELS benchmark and progress monitoring Curriculum Specialist to provide support teachers with PD and observation feedback PLCs will focus on <ol style="list-style-type: none"> analyzing student reading growth using Amplify plan for small group intervention 		

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: <ul style="list-style-type: none"> DIBELS 8 benchmark assessments (BOY, MOY, EOY) DIBELS 8 Progress Monitoring (<i>Below Benchmark</i> every 4 weeks, <i>Well Below Benchmark</i> every 2 weeks) 	Observations: <ul style="list-style-type: none"> At least one member from the Instructional Leadership Team will visit every K-1 classroom at least once a month to conduct a snapshot during their intervention time.
Middle of the Year Monitoring Results/Areas for improvement:	
End of the Year Results:	

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Goal #2

By the end of the 2023-2024 school year, the total average in Instructional Support Domain on the CLASS Observational Tool will be in the Highly Proficient range of 5.25 to 5.99 for Pre-K, Kindergarten, and 1st grade.

The CLASS observational tool began being used for kindergarten and first grade in the Fall of 2021, therefore there is no baseline score for those grades for the Spring of 2020-2021.

Grade Level	Spring 2020-2021	Fall 2021- 2022	Spring 2021-2022	Fall 2022-2023	Spring 2022-2023	Fall 2023-2024	Spring 2023-2024
Pre-K	4.80						
Kindergarten							
First Grade							

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:

- *Concept Development
- *Quality of Feedback
- *Language Modeling

Resources needed:

PLC and PD sessions
schedule and substitutes
Instructional coach
<https://teachstone.com/resources/>

Team Reflection:

Parent and Family Engagement Activity:

Language Modeling- How to have open ended conversations with your child at home that will encourage advanced language

Behavior Supports- Redirection of misbehavior at home and how to positively redirect

Concept Development- How to make real world connections with your child during everyday life

Family Learning Night/Event to assist parents in understanding the importance of language modeling, and how they could support at home to develop higher order thinking and problem solving.

Resources needed:

Starfish Scoop Articles in newsletter.

Materials for Family Learning Night

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

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Professional Development: CLASS Dimensions/Indicators –connections with the curriculum and how to deepen student learning through the HOW? Process	Resources needed: https://teachstone.com/resources/ https://teachstone.com/professional-development/ CLASS: Teachstone website has webinars, teacher tips, etc. Coach Google Classroom on CLASS Pre-K Dimension Guide K-3 Dimension Guide Teachstone Account: Video Library CLASS Primer for Teachers Observer Training for administration and coach	Feedback from Teachers:
Follow Up and Support: <ul style="list-style-type: none"> Instructional Coaches follow up/Feedback with teachers; focus on individual teacher goals based on CLASS Observations. PLC's to go in depth to connect the CLASS Observational Tool to the curriculum and Standards 		

Budgets used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X	x	X											

Monitoring and Evaluating	
Assessments: <ul style="list-style-type: none"> Instructional Coach follow up with informal snapshots of the classroom as needed based on CLASS Observation scores 	Observations: <ul style="list-style-type: none"> FALL/SPRING CLASS Observations for district personnel FALL/SPRING Third-party state CLASS Observations -50% of classrooms
Middle of the Year Monitoring Results/Areas for improvement:	
End of the Year Results:	

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Goal #3

From Spring 2021 to Spring 2024, the percentage of students in 3rd grade level achieving Mastery or Above on the LEAP 2025 in the reporting category of **Expressing Mathematical Reasoning (Type II tasks)** will increase by 3 percentage points each year as follows:

* Goal unavailable for 2021-2022 year for K-2.

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

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
K	*			
1 st	*			
2 nd	*			
3 rd	54%	57%	60%	63%

Instructional Focus:

- We will “express mathematical reasoning by constructing mathematical arguments and critiques” by facilitating Productive Mathematical Discussions/Discourse.

Resources needed:

- Great Minds Curriculum Resources- inSync, Equip, Affirm
- District Resources within Guaranteed Curriculum/Google Classrooms
- Louisiana Believes State Planning Documents

Team Reflection:

Parent and Family Activity:

- Curriculum Based Parental Support Letters to support at-home learning
- 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.

Resources needed:

- Great Minds Curriculum Resources- inSync, Equip, Affirm

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

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<ul style="list-style-type: none">• LDOE Parent Support Information• Communication of Assessments/Scoring Criteria using Progression to Mastery Rubrics specifically on items addressing expressing mathematical reasoning (constructed response items)	<ul style="list-style-type: none">• District Resources within Guaranteed Curriculum/Google Classrooms• Louisiana Believes State Planning Documents													
Professional Development: <ul style="list-style-type: none">• Mathematical Practices- focused primarily on MP.1 (Make sense of problems and persevere in solving them), MP.3 (Construct viable arguments and critique the reasoning of others), & MP.6 (Attend to precision)• Orchestrating and Facilitating 5 Practices for Productive Mathematical Discourse• Examining Mistakes/Misconceptions for Effective Feedback• Precision in Mathematical Language	Resources needed: <ul style="list-style-type: none">• Great Minds Curriculum Resources- inSync, Equip, Affirm• District Resources within Guaranteed Curriculum/Google Classrooms• Louisiana Believes State Planning Documents	<u>Feedback from Teachers:</u>												
Follow Up and Support: <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.• Curriculum Specialist provides specific PD based on goal identified/follow up support• Curriculum Specialist support to Content Leaders & Math Instructional Coach Support• Instructional Coach- Model lessons to support productive math discussions and strategies for delivering effective feedback and analysis of student work														
Budgets used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X	X	X											

Monitoring and Evaluating

Assessments:

- EOY: 3rd grade LEAP 2025, K-2 Math District Assessments
- Assessment Items specifically focused on Expressing Mathematical Reasoning (First Grade Benchmark assessment items)
- Observational Assessment Items within Equip to support justifications and explanations.

Observations:

- One administrator will visit every PRE-K-1st grade math classroom at least once a quarter to conduct a snapshot using the “math Look fors checklist” with a focus of students using mathematical discussions.

Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

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

DISCIPLINE

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

Goal #1 (Discipline):

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by .10 % points each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
%	%	%	%
.42%	.32%	.22%	.12%

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<p>Tier 1 (School-wide): Daily Morning Meeting, weekly character word of the week, positive behavior reinforcement - Starfish Slips, monthly pulls, quarterly rewards, classroom meetings, brain breaks, motor breaks, seating charts, school counselor guidance lessons on character and social emotional competencies, supportive counseling</p> <p><u>Triad of Instruction:</u> Second Steps (PK-K), Classroom Management Plan, Weekly Social Emotional Learning on Google Classroom, PBIS Development of classroom culture, Supportive counseling not occurring on a regular basis and classroom guidance lessons</p>	<p>Resources Needed: Schedule time to plan, develop and collaborate- set times to conduct data reviews, team staffing, observations, etc.</p> <p>Second Steps Curriculum</p>	<p><u>Team Reflection:</u></p>
<p>Tier 2 (Targeted Prevention): Calming areas, calming boxes, sensory/motor rooms, check in - check out, parent conference.</p> <p><u>Triad of Instruction:</u> Targeted social skills instruction Student specific reinforcement system Behavior Contracts Mental Health Counseling Services Individual and Group Small group counseling groups Check In/Check Out</p>		

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<p>Tier 3 (Intensive Individual):</p> <p>Referrals to wrap around community supports, home/school plans to improve relationships and create proactive plans, Behavioral Team referral</p> <p><u>Triad of Instruction:</u></p> <p>FBA & BIP, safety plans, daily, explicit social skills instruction, Crisis Intervention Plans</p> <p>Mental Health Counseling Services Individual and Group</p> <p>CSoc (Coordinated System of Care wrap-around referral)</p> <p>FINS (Families in need of services referral)</p>		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> • Terrific Kids breakfast, articles in Starfish Scoop from counselor to share parenting strategies 	<p>Resources needed:</p> <p>materials from Kiwanis for breakfast</p>	<p><u>Participation Outcome:</u></p> <p><u>Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> • PD session on Triad of Instruction for behavior and analysis of individual classroom management plan 	<p>Resources needed:</p> <p>Classroom Management Plan Template</p>	<p><u>Feedback from Teachers:</u></p>
<p>Follow Up and Support:</p>		

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- Behavior Coach-Social Emotional Google Classroom and Classroom Management Plan, Classroom Observations-Proactive Classroom Management plans, Behavior Coaching

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

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.

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 \(goalbookapp.com\)](https://www.goalbookapp.com/))

Goal #2 (SWE):

From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by 1.5 points each year as follows:

**We do not have SPS data from the LDOE. This information will be released in December.*

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

Describe policies and practices to identify disabilities early and accurately:

- TAT process
- SBLC process

Team Reflection:

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<ul style="list-style-type: none"> • LRE process • District Screeners 		
Describe structures to increase collaboration amongst general and special education teachers: <ul style="list-style-type: none"> • Grade Level Meetings, PLC meetings, monthly SWE meetings 		<u>Team Reflection:</u>
Supports and Strategies in Tier 1 (Core Instruction): <ul style="list-style-type: none"> • Tier 1 (School-wide) IRLA, Ready Gen, Amplify Reading, ELA intervention block 	Resources needed: <ul style="list-style-type: none"> • ReadyGen – Scaffolded Strategies Handbook • District Resources within Moodle/Google Classrooms • Louisiana Believes State Planning Documents and Resources 	<u>Team Reflection:</u>
Supports and Strategies in Tier 2 (Targeted Prevention): <ul style="list-style-type: none"> • Tier 2 (Targeted Prevention) Amplify Instruction, IRLA, Project Read (Small Group) 		
Supports and Strategies in Tier 3 (Intensive Individual): <ul style="list-style-type: none"> • Tier 3 (Intensive Individual) Amplify Instruction, IRLA, Project Read (Small Group) 		
Parent and Family Engagement Activity: <ul style="list-style-type: none"> • Literary/Math Night • Weekly Newsletter with homework • IEP meetings and parent conferences 	Resources needed: Weekly Teacher News note Family Learning Night materials	<u>Participation Outcome:</u> <u>Parent Feedback/Exit Tickets/Survey:</u>
Professional Development: <ul style="list-style-type: none"> • 4 Strategies of Effective Learning • Using the Writing Rubric and the Modified Writing Rubric • Project Read – Phonics • Amplify • Ready Gen • Dibels • IRLA • Monthly SWE consultants meetings 	Resources needed: PLC meetings	<u>Feedback from Teachers:</u>
Follow Up and Support:		

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<p>Leadership Team (Administrators, Content Leaders, Instructional Coaches, Curriculum Specialists, Interventionists, SWE Consultants)</p> <ul style="list-style-type: none"> ○ Model lessons - Instructional Strategies, pedagogy and scaffolding ○ Purposeful planning for student tracking toward progress of identified standards and/or IEP goals. ○ Analyzing assessments, feedback and next steps ○ Walk Through and Look fors 														
Budgets used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X			X										
Data used to Evaluate Goal: <ul style="list-style-type: none"> ● EOY: LEAP 2025 ● Dibels ● District Readiness Benchmark/End of Year (K-1) 														
Middle of the Year Monitoring Results/Areas for Improvement:														
End of the Year Results:														

ENGLISH LEARNERS

- *Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc.*
- *Consider verbally interpreting: registration & enrollment process, counseling on eligibility for EL program, disciplinary hearings, orientation/back to school events, parent-teacher conferences, medical emergencies/nurse calls, school-wide announcements over intercom, meetings; etc.*

Goal #3 (English Learners):

From Spring 2021 to Spring 2024, all EL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing), each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking Chart)

<p>Supports and Strategies in Tier 1 (Core Instruction):</p> <ul style="list-style-type: none"> ● 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>Resources needed:</p> <ul style="list-style-type: none"> ● District EL Para Educator to support in classroom 	<p><u>Team Reflection:</u></p>
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<p>Supports and Strategies in Tier 2 (Targeted Prevention): Tier 2 (Targeted Prevention): Programs include:</p> <ul style="list-style-type: none"> o IRLA (supplement to core classroom instruction) <p>Supports and Strategies in Tier 3 (Intensive Individual): 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 Bulletin 1508 Evaluation. Programs include:</p> <ul style="list-style-type: none"> o Project Read o IRLA (supplement to core classroom instruction) 	<ul style="list-style-type: none"> ● ReadyGen – Scaffolded Strategies Handbook ● District Resources within Moodle/Google Classrooms 	
<p>Parent and Family Engagement Activity: Intentional efforts to welcome EL families into the schools, i.e.:</p> <ul style="list-style-type: none"> ● Parent Night ● Utilize Spanish speaking faculty members to translate information and help conduct conferences ● Additional resources to supplement learning at home 	<p>Resources needed: EL Outreach documents for families, i.e., Provide school information in parents' native language, Robocalls, and Summer Learning Brochure</p>	<p><u>Participation Outcome:</u> <u>Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Identification of ELs and language proficiency levels 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>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) 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● LDOE K-12 (EL) Plan for Serving English Learners (ELs) 	<p><u>Feedback from Teachers:</u></p>

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<ul style="list-style-type: none"> 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 														
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													
Data used to Evaluate Goal: <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 LEAP/LEAP Connect 														
Middle of the Year Monitoring Results/Areas for Improvement:														
End of the Year Results:														

4. PARENT AND FAMILY ENGAGEMENT

- *The school-wide plan must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and students (if applicable).*
- *The school-wide plan shall be available to the District, parents, and public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet the federal requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

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

- Teacher weekly newsletters and Starfish Binders
- Progress Reports and Report Cards
- DIBELS home connect letters
- Google Classroom
- The November PTA newsletter will include a SAP feature explaining our 2021-22 growth goals and available resources to support growth goals. The newsletter is sent home to all families and provided electronically on the school's website.
- Principal's note in the PTA newsletter monthly with contact information provided
- PTA Facebook page (year-long)

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

- Post the SAP on the Marigny website
- Administration meets monthly with the PTA Executive and PTA General Board to discuss different components of the SAP with discussion opportunities.

Resources Needed to Support Parent and Family Engagement:

- copy paper
- ink
- school website

Budgets used to support this activity:

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

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:

We will analyze the following data sources:

- Diagnostic and Readiness Assessments
- DIBELS assessments/Amplify Progress Monitoring
- Teacher Observation

Use the TAT process, including IRP-3 progress monitoring to determine student progress and needs.

Conduct FBA to formulate a behavior plan and target behaviors for students in need.

Utilize certified teacher tutors to support students' needs.

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

- Designated 30 minute time in schedule allocated for ELA intervention

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

- Implementation of Project Read, to address Reading Foundational Skills
- Implementation of Amplify Interventions, to address Reading Foundational Skills and Comprehension
- Implementation of Zearn intervention, to address gaps in Math proficiency and fluency
- Utilization of Equip to identify and instruct students in need of intervention to address gaps in Math proficiency
- Individualized behavior plans

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

- District mandated scheduled progress monitoring dates provided; teachers report to TRT upon completion
- TAT/SBLC process includes periodic check-ins, including a four week conference with teachers
- Progress monitoring data is analyzed during PLC meetings to drive small group and intervention groups instruction.

Marigny Elementary 2021-2024**Budgets** used to support this activity:

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

Resources Needed to Support Interventions:

- DIBELS and Amplify Program
- Project Read Training and materials
- Math Equip Program
- Math Equip Training
- IRLA 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.)

- art, music, PE, library, and violin (students with permission)
- in house enrichment activities-Fall Fest, 50th day of school, 100th day of school, firemen visit, STEM Day, Cultural Arts Day, morning meeting

Resources needed:

supplies for special days, permission slips, community partners

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

- STPSB Summer Learning Camp

Resources needed:

Camp materials, curriculum, guest presenters, teachers and staff

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:

Programs listed above will be evaluated through parent and faculty surveys.

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):

- One on One counseling
- Restorative Practices
- Guided sensory and motor breaks for students in need
- Tier II and Tier III behavior interventions (including FBA, CICO, etc)

Resources needed:

Social and Emotional Health lesson plans
Conscious Discipline lessons
District Forms
District Trainings

Services Provided by Counselor(s):
Resources needed:

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- Classroom Guidance Lessons based on Second Steps and emotional competencies
- Small Group Sessions
- District Mandated Sexual Abuse Prevention Lessons
- Restorative practices
- Tier I and Tier II behavior support

Parent Letter sent home for Sexual Abuse Prevention
Sexual Abuse Prevention Curriculum
Social and Emotional Health lesson plan
Second Steps

Budgets used to support this activity:

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

Team Reflection:

8. TRANSITION ACTIVITIES

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

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

Transition Activities for Students:

- 1st grade students tour and collaborate with our feeder school
- kindergarten students will visit the first grade hall to familiarize themselves with first grade
- TRT participated in a virtual Zoom meeting with Headstart parents to provide information about Marigny.

Resources needed:

computer, camera access, permission slips, schedule

Parent and Family Engagement Activity:

- Meet and Greet
- Virtual Parent Orientation
- New student tours on an as needed basis

Resources needed:

school presentation slides

Participation Results:

Marigny Elementary 2021-2024

Feedback from Parents/Families:

Budgets used to support this activity:

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

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:

- Grade levels are divided to analyze student data and plan for effective instruction.

Resources needed:

Substitutes
Student Data
Agendas
Student Work
ELA Instructional Coach
District Leaders

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

- Grade Level specific PLC groups to meet monthly for a ½ day

Budgets used to support this activity:

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

Middle of the Year Reflection/Areas for Improvement:

End of the Year Feedback from Teachers:

Areas for Improvement:

10. OTHER PROFESSIONAL DEVELOPMENT

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

Other Professional Development:

- District Professional Development in Equip, CLASS, Project Read, IRLA, Amplify, Behavior Interventions (All programs within the Triad of Instruction).

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

- The instructional coach will coach teachers on the domains of the CLASS Observational Tool through modeling and co-teaching.
- The instructional coach will also support teachers on AMPLIFY interventions.
- The coach will give specific feedback to teachers after learning walks and classroom snapshots.

Resources needed:

instructional coach, schedules, technology for training, materials for specific professional development

Budgets used to support this activity:

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

Middle of the Year Reflection/Areas of Improvement:

End of the Year Feedback from Teachers:

Possible PD needs for next school year:

11. SCHOOL ADVANCEMENT PLANNING

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

Marigny parents and community stakeholders are provided opportunities to be included in school decisions through the following:

- PTA survey
- Accessibility to the Marigny Elementary website (year-long)
- Participation on various committees – volunteer, calendar, PTA, event committees, room parent (year-long)
- PTA representatives / PTA general meetings (year-long)
- PTA board – executive and general (year-long)
- Parent-Teacher communication (year-long)
- Encourage parent involvement with overall school functions, as well as, within the classroom (year-long)
- SBLC, 504, IEP meetings (year-long)

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):

- Twice a year via PTA meetings, Faculty Meetings, and Newsletter.

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 in October (analyze baseline data and develop goals for SAP), January (Review progress and make any adjustments), and May (Revisit Plan and report results).

2021-2024 Committee Members

School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

Members Include:

- Administrator: Leslie Martin
- Teacher: Kelly Battle
- Teacher: Gina Fernandez
- Teacher: Tabitha Grillo
- TRT: Lauren Coxé
- Instructional Coach: Ashley Benton
- Parent/Family: Theresa Bennett
- Parent/Family: Amanda Brady
- Community Member: Sue McGuire

Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

Members Include:

- Administrator: Leslie Martin
- Teacher: Holly Couvillion
- Teacher: Krystle Hyman
- Teacher: Lauren Coxé
- Parent/Family: Theresa Bennett
- Parent/Family: Tonya Deville

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