

**2021-2024
SCHOOL ADVANCEMENT PLAN**

Alton Elementary



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

Alton Elementary 2021-2024

1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school’s data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all student groups as well an examination of student, teacher, and school strengths and weaknesses.*

STRENGTHS	WEAKNESSES
At the end of the 2020-21 school year, the whole school had a percentage of students performing “benchmark (31%)” and “above benchmark(43%)” on the DIBELS 8th assessment for a total of 74%.	At the end of the 2020-2021 school year on the DIBELS 8th assessment, the whole school scored “below benchmark (9%)” and “well below benchmark (17%), for a total of 26%.
From the 2018-2019 to the 2020-2021 school year on the LEAP 2025 Assessment, 3rd grade ELA showed a strength by increasing 6.4 points from 57.0 to 63.3.	At the end of the 2020-2021 school year on the LEAP 2025 assessment in ELA, 4th grade showed the greatest weaknesses in Reading Performance with a score of 23%, and Reading Vocabulary with a score of 31%. 3rd Grade showed the greatest weaknesses in Writing Performance with a score of 28%, Reading Informational Text with a score of 50%, Reading Literary Text at 39%, Written Expression with 56%, and Written Knowledge & Use of Language Conventions at 50%.
On the CLASS Observational Tool, AES earned an overall score of highly proficient (5.9). AES scored excellent in both the Emotional Support (6.6) and Classroom Organization (6.5) areas on the CLASS Observational Tool. Alton scored proficient (4.5) in the Instructional Support domain on the CLASS Observation Tool.	At the end of the 2020-2021 school year on the LEAP 2025 assessment in Math, 3rd grade showed the greatest weakness in Solve Problems with Any Operation with a score of 39%. 4th grade showed the greatest weaknesses in Major Content with a score of 58%, Additional & Supporting Content with a score of 38%, Modeling & Application with a score of 50%, Expressing Mathematical Reasoning with a score of 46%, and Compare and Solve Problems with Fractions with a score of 69%. 5th grade showed the greatest weaknesses in Solve Fraction Problems with a score of 65%.
According to teacher responses, PLC overall strengths include data analysis, modeling, lesson annotation, and backwards design of assessments.	At the end of the 2020-2021 school year on the LEAP 2025 assessment in Social Studies, 3rd graders showed the greatest weaknesses in History with 67%, Geography with 67%, and Economics with 72%. 5th grade showed the greatest weakness in Civics with a score of 70%.
	At the end of the 2020-2021 school year on the LEAP 2025 assessment in Science, 3rd grade showed the greatest weakness in Reason Scientifically at 56%. 4th grade showed the greatest weaknesses in Evaluate at 46% and Investigate at 54%.

Alton Elementary 2021-2024

	Alton scored proficient (4.5) in the Instructional Support domain on the CLASS Observation Tool
	According to teacher responses, PLC weaknesses include intervention support and time for planning.

2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must Include at least 3 Core Academic Goals Aligned to the Most Current School Needs Assessment*
 - *Pre-K through 8th grade schools must have one ELA goal, one Math goal, and one additional academic goal*
 - *High schools must have one Math goal, one goal for Strength of Diploma, and one additional academic goal*

Goal #1: From Spring 2021 to Spring 2024, K-3 students will increase reading achievement by increasing the percentage of students At or Above Benchmark on DIBELS 8th by 10% through the use of daily interventions.

Grade	2021 EOY%	2022 EOY%	2023 EOY%	2024 EOY%
K	76%	86%	96%	100%
1st	62%	72%	82%	92%
2nd	74%	84%	94%	100%
3rd	90%	100%	100%	100%

<p>Instructional Focus: DIBELS 8th</p> <ul style="list-style-type: none"> ● Phonics: Know and apply grade-level phonics and word analysis skills in decoding words ● Fluency: Daily oral fluency practice 	<p>Resources needed: Paper, ink, pencils, computer, ipad, printer, certified tutor, Project Read Materials</p>	<p><u>Team Reflection:</u> During bi-weekly PLC and intervention tracking meetings teachers discussed progress that students made in accordance to prescribed interventions from Amplify. Adequate gains and progress is ongoing.</p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Virtual Literacy Night (December) ● Send home <i>HomeConnect</i> letters which are located in Amplify, three times a year which summarizes DIBELS 8th benchmark results. ● Parental involvement on the Alton Website. 	<p>Resources needed: Computers/Chromebooks ,Paper, ink</p>	<p><u>Number of Participants:</u> 27</p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u> Parents were very receptive to the activities that were demonstrated during the grade level sessions. For those that were unable to actively participate, manipulatives and directions were sent home to assist with a home/school connection.</p>

Alton Elementary 2021-2024

<ul style="list-style-type: none"> ● Family and Literacy Engagement: LDOE has provided engaging parental involvement activities for home and school. www.louisianabelieves.com/resources/library/literacy-library 		
<p>Professional Development:</p> <ul style="list-style-type: none"> ● How to analyze Dibels 8th Data ● 2022-2023 ● CKLA, Heggerty per district roll-out ● Utilizing Amplify system and interventions suggested by system ● Collaborate with neighboring schools to assist with planning for common assessments 	<p>Resources needed: Amplify Instruction, Amplify Reading, IRLA manual and IRLA data targets, IRLA Foundational Skills Toolkit</p>	<p><u>Feedback from Teachers:</u></p> <p>During a professional development meeting, teachers were presented material and information directly correlated with DIBELS data. Teachers were intrigued to view measures and results which were used to create attainable goals for the end of the year progress.</p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Instructional Coach or TRT will provide support and foundational skills planning, analyze DIBELS benchmark and progress monitoring and IRLA data with teachers. ● Instructional Coach or TRT will model foundational skills lessons 		

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:

- DIBELS 8th benchmark assessments (BOY, MOY, EOY)
- DIBELS Progress monitoring
- IRLA initial assessment
- IRLA tracking
- CKLA/Haggerty

Observations:

- An administrator/School Advancement Committee will visit every K-3 classroom during their intervention at least once a month to conduct a snapshot.

Alton Elementary 2021-2024

Middle of the Year Monitoring Results/Areas for improvement:

MOY Dibel 8th Assessment: Kindergarten, 2nd and 3rd grade showed substantial decreases in the areas of “Well Below” compared to the BOY assessment data.

Areas of Improvement: 1st grade percentage of ‘Well Below” indicates areas of concern.

End of the Year Results: The following percentages reflect goals attained at the end of the 2022 school session of students scoring “Benchmark and Above Benchmark”. See chart below.

	BOY	MOY	EOY
Arnold	WELL BELOW-45% BELOW-18% BENCHMARK-36% ABOVE BENCHMARK-0%	WELL BELOW-17% BELOW-8% BENCHMARK- 17% ABOVE BENCHMARK- 58%	WELL BELOW-8% BELOW-8% BENCHMARK-15% ABOVE BENCHMARK-69%
Baptiste	WELL BELOW-67% BELOW-8% BENCHMARK-17% ABOVE BENCHMARK-8%	WELL BELOW-29% BELOW-29% BENCHMARK-21% ABOVE BENCHMARK-21%	WELL BELOW-14% BELOW-7% BENCHMARK-57% ABOVE BENCHMARK-21%
Bauer	WELL BELOW-44% BELOW-19% BENCHMARK-25% ABOVE BENCHMARK-13%	WELL BELOW-44% BELOW-13% BENCHMARK-38% ABOVE BENCHMARK-6%	WELL BELOW-25% BELOW-25% BENCHMARK-31% ABOVE BENCHMARK-19%
Reed	WELL BELOW-24 BELOW-18 BENCHMARK-35 ABOVE BENCHMARK-24	WELL BELOW-41 BELOW-12 BENCHMARK-35 ABOVE BENCHMARK-12	WELL BELOW-6 BELOW-18 BENCHMARK-35 ABOVE BENCHMARK-41
Gurievsy	WELL BELOW-40% BELOW-13% BENCHMARK-40% ABOVE BENCHMARK-7%	WELL BELOW-33% BELOW-6% BENCHMARK-50% ABOVE BENCHMARK-11%	WELL BELOW-11% BELOW-22% BENCHMARK-44% ABOVE BENCHMARK-22%
McNicol	WELL BELOW-8% BELOW-25% BENCHMARK-33% ABOVE BENCHMARK-33%	WELL BELOW-20% BELOW-20% BENCHMARK-40% ABOVE BENCHMARK-20%	WELL BELOW-20% BELOW-13% BENCHMARK-40% ABOVE BENCHMARK-27%
Alexis	WELL BELOW-22% BELOW-22% BENCHMARK-35% ABOVE BENCHMARK-22%	WELL BELOW-17% BELOW-22% BENCHMARK-39% ABOVE BENCHMARK-22%	WELL BELOW-17% BELOW-8% BENCHMARK-13% ABOVE BENCHMARK-63%

Alton Elementary 2021-2024

Goal #2: From Spring 2021 to Spring 2022, the percentage of students in 3rd through 5th grade level achieving Mastery or Above on the LEAP 2025 in the reporting category (**Expressing Mathematical Reasoning (Type II tasks) and Reading Informational Text which is a cross curricular[ELA,Science/Social Studies] skill**) will increase by 10 percentage points each year as follows:

Expressing Mathematical Reasoning Grade	2021 Score	2022 Score	2023 Score	2024 Score
3rd	33%	43%	53%	63%
4th	46%	56%	66%	76%
5th	45%	55%	65%	75%

Reading Informational Text Grade	2021 Score	2022 Score	2023 Score	2024 Score
3rd	50%	60%	70%	80%
4th	19%	29%	39%	49%
5th	25%	35%	45%	55%

Instructional Focus: LEAP 2025

- Constructed Response Fluency
- Fluency: Daily multiplication/division fluency practice/fractions
- Citing Textual Evidence

Resources needed:

Paper, ink, pencils, computer, ipad, printer, certified tutor, Eureka/Great Minds Materials

Alton Elementary 2021-2024

<ul style="list-style-type: none"> ● Close Reading, Text Dependent Questions, Trading Complex Text ● Fluency, Accuracy, Rate, Expression, Comprehension ● Developing and writing claims through writing and speaking ● Implementing high quality instructional resource from the Guaranteed Curriculum 	<p>EPSON PL 1785W BUS PROJECTOR WIFI</p> <p>Audio visual projection screen</p> <p>Laminator 27 Inch Roll</p> <p>Headphones</p> <p>Copernicus Classic Royal Reading/Writing Center, 33 x 27 x 56-1/2 Inches</p>	<p>Reflection:</p> <ul style="list-style-type: none"> - Teachers should continue Math and ELA Instructional focus and determine the success as LEAP scores become available by comparing content areas in 2020-21. Using the Mid-Year Interim data, teachers identified areas of concern. Standards scoring “well below” were targeted and reassessed. Growth, or lack thereof, was documented. Action plans included small group instruction, more exposure, ZEARN or Amplify lessons, interventions, or whole class exposure.
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Virtual Math Night(21-22) Technology Night(Sept) ● Ongoing Parental involvement on the Alton Website. ● Virtual (21-22)Literacy Night(December) ● Virtual Math(21-22) and Science Night(Oct) 	<p>Resources needed: Paper, ink, card stock, pencils, computer, ipad, printer, Eureka/Great Minds Materials</p> <p>EPSON PL 1785W BUS PROJECTOR WIFI</p> <p>Audio visual projection screen</p> <p>Laminator 27 Inch Roll</p>	<p>Number of Participants: 27</p> <p>Summary of Parent Feedback/Exit Tickets/Survey:</p> <p>TBA</p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Eureka Equip District trainings ● Great Minds training videos ● Text Dependent Questions and Text Based Responses ● Analyze Work Samples for Evidence of student Learning(use of relevant evidence) ● Unpacking the Guidebooks 	<p>Resources needed:</p> <p>Computer, ipad, printer, Eureka/Great Minds Materials</p> <p>Evidence sentence Starters</p> <p>Google Classroom</p> <p>EPSON PL 1785W BUS PROJECTOR WIFI</p> <p>Audio visual projection screen</p>	<p>Feedback from Teachers:</p> <ul style="list-style-type: none"> - All PDs were helpful in the area of focus. Would like more training on how to use Equip Data. GM Training Videos are very helpful – would like time allocated to watch. PLC time was used effectively to analyze diagnostic/benchmark Data Would like additional PLC time to annotate lessons.

Alton Elementary 2021-2024

<ul style="list-style-type: none"> ● Unpacking the Knowledge Demands of a Unit:Extension Task 	<p>Laminator 27 Inch Roll</p>	
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Instructional Coach or TRT will provide in classroom support and analyze diagnostic/benchmark data with teachers during Professional Learning Communities. ● ELA Content Leaders model lessons or portions of lessons focusing on: fluency, close reading, identifying text evidence ● Curriculum Specialists will provide support to coaches and ELA Content Leaders <p>2022-23 Interventionist to support as well.</p> <p>Support and Strategies for Students with Exceptionalities</p> <ul style="list-style-type: none"> ● Evidence Sentence Starters ● Graphic organizers)citing evidence ● Annotation Support ● Fluency strategies and passages 		

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: LEAP 2025

Observations:

- One administrator will visit every 3rd-5th ELA, Math, Science and Social Studies classroom to conduct a snapshot once per month using the NIET tool.

Alton Elementary 2021-2024

- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 interim
- Progress Monitoring: District Created benchmark assessments and sample unit performance task

- Teachers will participate in Classroom Walkthroughs at least once per month

Middle of the Year Monitoring Results/Areas for improvement: Results will be posted as scores become available.

MOY Benchmark Assessment: Results will be posted as scores become available.

Areas of Improvement:

End of the Year Results:

Results will be posted as scores become available.

Goal #3

By the end of the 2023-24 school year, the Instructional domain average on the CLASS observational tool will be in the excellent range at 6.00-7.00 for Pre-K and Kindergarten grade levels

Alton Elementary School	Observation Date	Positive Climate	Negative Climate	Teacher Sensitivity	Regard for Student Perspective	Emotional Support Average without NC	Behavior Management	Productivity	Instructional Learning Formats	Classroom Organization Average	Concept Development	Quality of Feedback	Language Modeling	Instructional Support Average	TOTAL DOMAIN AVERAGE
School Average 2020-2021		7.0000	1.0000	6.7500	6.1250	6.6250	6.6250	6.6250	6.5000	6.5850	4.1250	4.6250	4.7500	4.4983	5.9011
School Average 2019-2020		6.5000	1.0000	6.2500	6.0000	6.2500	7.0000	7.0000	5.8750	6.6250	4.1250	4.2500	4.2500	4.2083	5.6944
School Average 2018-2019		6.6250	1.2500	6.0650	6.0000	6.2300	5.8150	5.9400	5.8150	5.8550	3.7550	3.7550	4.1250	3.8750	5.3200
School Average 2017-2018		6.5650	1.0650	6.3800	6.1900	6.3750	6.4400	6.5000	6.3800	6.4350	4.3750	4.3800	4.6900	4.4800	5.7650
School Average 2016-2017		5.8750	1.3150	5.7500	5.4400	5.6900	6.3150	6.0050	6.0000	6.1050	3.5650	3.7550	3.5050	3.6050	5.1300
School Average 2015-2016		6.9400	1.0000	6.7500	6.1250	6.6050	6.4400	6.0650	5.6300	6.0450	3.7500	3.6900	3.8750	3.7700	5.4700

Alton Elementary 2021-2024

<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Increase teacher teacher content knowledge and pedagogy to improve delivery of instruction in Concept Development, Quality of Feedback, and Language Modeling 	<p>Resources needed:</p> <p>Teachstone resources, Instructional Coach, K-3 Dimension Guide, CLASS Google Classroom, CLASS Observer</p>	<p>Team Reflection:</p> <p>The focus on CLASS impacted overall delivery of instruction. Teachers made qualitative gains in all three areas, especially emotional and organizational. In all, the CLASS observation tool increased student success.</p> <p>Scores: Pending</p>												
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Language Modeling- Share with parents resources on having open-ended conversations at home.(emphasized at Open House) ● Behavior- positive redirection of misbehavior(counselor and MHP) ● Concept Development- Making real connections to everyday life (emphasized at Open House) 	<p>Resources needed:</p> <p>Teachstone resources</p>	<p>Number of Participants:</p> <p>Summary of Parent Feedback/Exit Tickets/Survey:</p>												
<p>Professional Development:</p> <ul style="list-style-type: none"> ● CLASS Dimensions/Indicators ● PLC modeling of Instructional Support domain ● Self-paced virtual Teachstone PD ● Self-paced virtual PD offered through STPSB moodle 	<p>Resources needed:</p> <p>K-3 Dimension Guide CLASS Google Classroom CLASS observer</p>	<p>Feedback from Teachers:</p> <p>PLCs served as an opportunity for teachers to collaborate and brainstorm. We modeled, reflected, shared strategies, and annotated lessons. In the future, allot more time for planning within grade level.</p>												
<p>Follow Up and Support:</p> <p>Instructional Coach and TRT will provide teachers with feedback after informal snapshots.</p> <p>Instructional Coach and TRT will focus on individual teacher goals based on CLASS observations</p>		<p>CLASS training was useful and allowed teachers to review effective strategies and approaches.</p>												
<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													
<p>Monitoring and Evaluating</p>														

Alton Elementary 2021-2024

<p>Assessments:</p> <ul style="list-style-type: none"> ● CLASS Observers will complete formal observations. The assigned Instructional Coach will support teachers in areas of need based on the CLASS Observation scores. 	<p>Observations:</p> <ul style="list-style-type: none"> ● Fall/Spring Observations for district personnel ● Fall/Spring Third-party state CLASS Observations-50% of classrooms
<p>Middle of the Year Monitoring Results/Areas for improvement:</p>	
<p>End of the Year Results: Results will be entered upon receipt of documents.</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
%	%	%	%
21.71	23.98		

Tier 1 (School wide):

-

Team Reflection:

Tier 1 Students are reminded daily of the expected RAMS behavior by reciting the RAMS creed during morning announcements. Homeroom Teachers select 2 students for Student of the week. These students are given special recognition and rewarded each Friday with a special treat from the Principal. All students have the opportunity to earn RAMS bucks. These bucks are used towards an invite to monthly school wide or monthly classroom activity/special event.

Alton Elementary 2021-2024

		<p>Our Tier 1 plan was a success resulting in fewer discipline referral than the previous year.</p> <p>Tier 2</p> <p>Specific students are provided with a mentor for daily or throughout the Check in and Check out. Specific staff members target students they have good relationships with in order to reach those students in need of someone to listen and assist with coping strategies. Additionally, our Counselor and MHP are available as needed for students in crisis. Our Tier 2 plan was a success resulting in fewer discipline referral than the previous year.</p> <p>Tier 3</p> <p>Students with frequent challenges have plans specifically written to address their individual needs. The steps on each plan are followed and adjusted as needed. Meetings are held to discuss the progress of the plan and to determine if more intense testing, tracking etc. is needed. Our Tier 3 plan was a success resulting in fewer discipline referral than the previous year.</p>
<p>Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> • 		
<p>Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> • 		
<p>Parent and Family Engagement Activity: 2022-23</p> <ul style="list-style-type: none"> • Monthly Principal’s Coffee meetings with Admin. 	<p>Resources needed:</p>	<p><u>Participation Outcome:</u></p> <p>Our parent participation in online zoom meetings was much lower than we anticipated. Teachers put a lot of work into planning online events on the premise that it would be convenient for parents but participation was lower than expected.</p>

Alton Elementary 2021-2024

<ul style="list-style-type: none"> ● Incorporate presentations on topics related to school family connections, monthly zoom with counselor and share parenting strategies. 		<p>Parent Feedback/Exit Tickets/Survey:</p> <p>Our parent surveys did provide positive feedback regarding our events; however, we have determined that we do need to return to in person events for 2022-23 to provide opportunities for more parent participation.</p>
<p>Professional Development:</p> <p>Classroom Management Plans</p> <p>2022-23</p> <ul style="list-style-type: none"> ● Social Emotional Learning ● Adult SEL for all staff-five core competencies including self-awareness, self-management, social awareness, relationship skills, responsible decision-making. ● Stress management ● Classroom Management Plans ● Understanding the impact of Trauma-Teaching from trauma informed lens-ACES ● Self-paced virtual PD offered through STPSB moodle 	<p>Resources needed:</p>	<p>Feedback from Teachers: All teachers have completed virtual PD as required. Classroom Management Plans were developed by each teacher as submitted for review to the Principal and Behavior Coach. We believe teacher participation in these required tasks attributed to fewer discipline referrals than the previous year.</p> <p>Weekly classroom visits from our Behavior Coach and Behavior Para observing, coaching, working alongside our teachers in the classroom and closely monitoring our Tier 3 students has resulted in fewer discipline referrals than the previous year.</p> <p>Monthly staff meetings targeting student PBIS events and district expectations and updates have attributed to our success resulting in fewer discipline referrals than the previous year.</p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Behavior Coach-Social Emotional Google Classroom Management Plan. ● Every nine weeks survey the school climate and provide follow up support to the areas most in red. 		

Alton Elementary 2021-2024

<ul style="list-style-type: none"> • Classroom Observations-Proactive Classroom Management plans • Coaching • Staffing 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:

- Monthly Discipline data report
- Data will be reviewed every four 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: A high percentage of discipline and acts were noted in lower elementary grades. Patterns of discipline as reflected in discipline reports included willful disobedience and lack of compliance.

End of the Year Results: The frequency of discipline began to decrease with the onset of additional discipline that were incorporated during the second half of the school term. Teachers were tasked with selecting “Students of the Week” and classes with no write ups. Rewards were provided as an incentive and assisted with curtailing unwanted behaviors.

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 5 points each year as follows:

2020-2021 SPS	2021-2022 SPS	2022-2023 SPS	2023-2024 SPS
35	40	45	50

Describe policies and practices to identify disabilities early and accurately:

Team Reflection:

As a result of the screenings there was more support for all students. The DIBELS data was also used as a

Alton Elementary 2021-2024

<ul style="list-style-type: none"> ● The students are screened based on Dibels 8 data and district created standards based assessments. Progress Monitoring Data 	<p>basis for more dyslexia screenings. This data provided meaningful information to identify students in need of academic support.</p>	
<p>Describe structures to increase collaboration amongst general and special education teachers:</p> <ul style="list-style-type: none"> ● The teachers will have collaborative planning sessions at PLC meetings. 	<p><u>Team Reflection:</u> To increase collaboration among general and special education teachers the staff has met in a collaborative setting and modeled lessons and strategies for student learning. The teachers practiced team teaching strategies used to deliver high quality instruction to students.</p>	
<p>Supports and Strategies in Tier 1 (Core Instruction):</p> <ul style="list-style-type: none"> ● Tier 1 (school-wide) IRLA(21-22), Ready Gen(21-22), Guidebooks, Amplify Instruction, Writing Revolution, Achieve 3000, Eureka Math, Eureka In Sync, Eureka Equip, Eureka Affirm. 	<p>Resources needed: Access to the internet, Access to Web Based instructional strategies. Chart Paper</p>	<p><u>Team Reflection:</u> The students participated in Project Read interventions as well as Amplify small group interventions. The students met in small groups, and these were led by two tutors and special education teachers.</p>
<p>Supports and Strategies in Tier 2 (Targeted Prevention): IRLA, Project Read (Small Group), Fast Forward, Guidebook Diverse Learners Support Guide, Achieve 3000(Print in Small Group), Eureka Equip, Zearn (Small Group, Reflex Math, Anchor Charts, Manipulatives.</p>		
<p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> ● Amplify Instruction, IRLA, Project Read (Small Group), Eureka Equip, Zearn (Small Group), Reflex Math. 		<p>The core instructional material will be changing to support students’ phonemic awareness more intensively. The students will also have handwriting development added to the curriculum in the lower elementary grades and this will help the students better develop their writing. The new curriculum will include more cultural diversity. The changes to the Tier 1 Core and was met with positive feedback from the teachers and administrators.</p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Literacy Night ● Math Night ● Technology Night ● Parent Surveys 	<p>Resources needed: Zoom, Computers with internet access EPSON PL 1785W BUS PROJECTOR WIFI</p>	<p><u>Participation Outcome:</u> There were an average of 30 parents that participated in the parent and family engagement activities that were online. We added one in person activity to the Louisiana EXPO 2022 that was during the school day. This was the first in-person Event since the pandemic. <u>Parent Feedback/Exit Tickets/Survey:</u></p>

Alton Elementary 2021-2024

<ul style="list-style-type: none"> ● Leap Parent Night ● SWE teachers meet one-on-one with SWE families to inform them of accommodations within programs. 	<p>Audio visual projection screen</p> <p>Laminator 27 Inch Roll</p>	<p>The parents enjoyed all the Louisiana cultural booths. There was positive feedback from parents. They enjoyed the food and seeing their children speak for their grade level cultural exposition.</p>												
<ul style="list-style-type: none"> ● Professional Development ● PLC Meetings ● Dibels ● Eureka Math, In Sync, Affirm, Equip ● The Writing Revolution ● Amplify ● IRLA ● Project read Phonics, Linguistics ● Achieve 3000 ● behavior Intervention Strategies ● IEP Goal Writing ● Smart Goal Professional Development ● Curriculum Based Google Classroom Resources 	<p>Resources needed:</p> <p>IPAd, Computers with internet access,, Google Classroom</p>	<p><u>Feedback from Teachers:</u></p> <p>The teachers felt supported with the planning resources. Google Classroom provided a wealth of resources for the teachers. These resources were used to annotate lessons that will provide a deeper development of standards-based instruction.</p> <p>The lower grade teachers would like more web-based fluency support for mathematics. Reflex math was made available for second grade and the first grade students would also benefit from this resource.</p>												
<p>Follow Up and Support: Leadership Team (Administrators, Instructional Coaches, Curriculum Specialist, Interventionists)</p> <ul style="list-style-type: none"> ● Administrative Snapshots ● Virtual Instructional Professional Development ● Purposeful Planning and Lesson Annotations ● Learning Walks ● Teacher Tube ● Self-paced virtual PD offered through STPSB moodle 		<p>The virtual professional developments were met with positive feedback from teachers. The virtual meetings provided collaboration of teachers with the designers of the curriculum outside of our district and provided a new perspective to curriculum delivery.</p> <p>The Administrative snapshots and learning walks provided insight to student engagement and teacher pedagogy development. The professional networks provide teachers with ongoing learning and discussions with professional colleagues to continually improve teaching.</p>												
<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													

Alton Elementary 2021-2024

Data used to Evaluate Goal:

Amplify Progress Monitoring Data, BOY, Moy and EOY Benchmark Assessments, IEP Progress Monitoring Data

Middle of the Year Monitoring Results/Areas for Improvement: Due to limitations regarding COVID restrictions, parents participated in activities using our Google platform. It was noted that more parental involvement occurred in upper grades. We attributed this to the fact that students in grades 4th and 5th were allowed to bring home chrome books, which provided an access to the digital platform

End of the Year Results: : By the close of the school year, restrictions were lifted and parents were eager to engage in culminating activities. A higher than normal percentage of parents participated in our Louisiana Expo, Awards Day, High Tea and Moving Up programs. They were enthusiastic about the celebrations and eager to engage.

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)

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 subject academic achievement standards.
- Grades K-6 full English language immersion with push-in support.
 - Achieve 3000

Supports and Strategies in Tier 2 (Targeted Prevention):

- Programs include:
 - IRLA (supplement to core classroom instruction)
 - Achieve 3000

Supports and Strategies in Tier 3 (Intensive Individual):

Resources needed:

Team Reflection:

Teachers embraced the use of Achieve 3000 as it targeted and tracked current lexile levels. The program provided instruction based on students' current lexile level. In addition, opportunities to work on current grade level activities were infused into each activity.

Alton Elementary 2021-2024

<ul style="list-style-type: none"> ● EL Aide provides interventions M,W,F for 30 minutes per session. ● If the students does not show significant gains, the teacher implements and tracks the students' 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● LEAP presentations (emphasizing how EL parents can help prepare their children for statewide assessment testing) via zoom, translated as needed ● Additional translated resources to supplement learning at home, as needed 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Specific interventions provided by the teacher for individual students. 	<p>Participation Outcome: Both 4th and 5th grade students actively participated in the program and a substantial amount of growth was tracked. 90 % of 5th students were deemed college and career ready. <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). ● Self-paced virtual PD offered through STPSB moodle 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● In accordance to material required by EL Department 	<p>Feedback from Teachers: Teachers embraced the program and utilized specific targeted standards activities to reinforce deficiencies.</p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● EL Team (Elana Dieck and Kynn Upchurch), EL teachers and EL Instructional aides on campus, Math and ELA coaches). ● Whole class observations ● Small group observations (based on previous ELPT achievement scores). ● EL Team (Elena Dieck and Lynn Upchurch) Presentation/Q&A during PLCs. 		

Alton Elementary 2021-2024

- ESL Integration Specialist meets with classroom teachers 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	X													

Data used to Evaluate Goal:

Middle of the Year Monitoring Results/Areas for Improvement: During the second half of the year, the EL students' former para transferred to a new site. Students were without support until mid February. Mrs. Ellis later joined the team and assumed the roles and responsibilities affiliated with EL support. A schedule was created and the para pushed into the classroom to assist students that received services.

End of the Year Results: The following results were rendered based on the ELPT assessment scores:
 Kindergarten: 3-Progressing & 2 Emerging
 First Grade: 3 Progressing & 1 Emerging
 Second Grade: 5 Progressing & 1 Emerging
 Third Grade: 3 Progressing & 1 Proficient
 Fourth Grade: 1 Progressing & 1 Proficient
 Fifth Grade: 1 Proficient

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.:

- Alton website, teacher webpages, parent and family engagement night, monthly calendars/newsletter. Student progress reports, Teacher Conferences, calls and emails.

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

- Parent surveys, PTA, Parent emails, Family Nights.

Resources Needed to Support Parent and Family Engagement:

- Paper, ink, printers, curriculum information, office supplies, MHP, Counselor and community resources.

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: Due to COVID-19 restrictions, our PFE activities were restructured and made use of virtual platforms for students, parents and family attendance. Our events were well attended by all stakeholders. Families were provided with surveys via links that were placed on our school’s website. Those surveys were completed and reviewed by school administration and the school faculty/staff members. Our final PFE activity was held on May 11th in person. Families were invited and the event was well attended. Parents were provided with information and print surveys which were turned in at the culmination of the event. The information will be used for future planning of PFE activities.

5. INTERVENTIONS FOR AT-RISK STUDENTS

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

- Weekly grades, assessments, computer-based programs and district assessments.

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

- Interventions are tailored to individual student needs and are used for those students only.

2022-23 School-wide intervention block to ensure interventions do not replace core instruction

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

- DIBELS interventions, Amplify (K-3), curriculum based instruction. Research based interventions: Zearn (K-5) and Achieve 3000 (4th-5th).
Project Read

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

- Teachers are required to meet weekly/bi-weekly with administrators to discuss student progress.

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:

- Computers, paper, office supplies, ink, tutors, computer-based programs.

Middle of the Year Monitoring Results: Teachers met with administration, literacy coach and TRT weekly to assess the students' progress in the current intervention. Weekly grades and district assessments were also reviewed as necessary to determine the validity of the intervention and if changes were warranted.

End of the Year Results: Teachers met with administration, literacy coach and TRT weekly to assess the students' progress in the current intervention. Weekly grades and district assessments were also reviewed as necessary to determine the validity of the intervention and if changes are warranted. SBLC retention meetings were held to make final determinations for students in the intervention process. Students not making adequate progress were referred to STPP summer learning program to remove deficiencies or for enrichment in all subject areas.

6. SUPPORT AND EXTENDED LEARNING

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

- Art, Music and School Clubs

Resources needed:

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

- After School Tutoring/Saturday Test Prep

2022-23 Student Support Center

Resources needed:

LEAP 2025 Prep Books 3rd, 4th and 5th
ELA, Math, Science, Social Studies

Close Read Workbooks

Progress Complex Text Workbooks

Budgets used to support this activity:

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

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

- Art, Music, After School Tutoring (Pre-Post Assessments, LEAP Scores) and Report Card Conferences.

Middle of the Year Monitoring Results/Areas for Improvement:

In the third quarter, students were grouped based on academic progress and invited to participate in after school/weekend tutoring to address deficiencies in academic standards and to prepare for standardized testing. After school clubs began in the fourth quarter of the school year.

End of the Year Results:

Students in grades Hdg.-5th grade were invited to participate in after school clubs focused in the following areas: art, music, games, home economics and etiquette.

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): Individualized and Group Counseling; Team Teaching of Social Skills

Resources needed:

Services Provided by Counselor(s): Individual and Group Counseling; Team Teaching biweekly/KIT

Resources needed:

Alton Elementary 2021-2024

Counseling Services:

- School based counseling to address:
- Bus and Internet Safety
- Sexual Abuse
- Bullying
- Conflict Resolution
- Individual and group counseling

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:

The school’s appointed MHP and Counselor actively engaged in sessions with students to address issues at hand and behavioral patterns in the forms of safety protocols, bullying and conflict resolution. The team focused specifically on students that exhibited unwarranted behaviors, helping to establish check in and outs, buddy systems and relationship building.

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:

- Alton Acceleration Program: During the month of May, students in Pre-K through grade 4 will visit the upcoming grade that they will be promoted to during the next school year. Students will meet with the teacher/teachers and will be provided with grade expectations parents are invited to attend

Resources needed: paper, computer, printer, ink, card stock, markers

Transportation

Alton Elementary 2021-2024

- Alton Kindergarten Readiness Program: Parents of upcoming kindergarteners will be provided with readiness activities over the summer. Parents will receive readiness tool kits that will include books, packets, alphabet cards, sound charts, and educational websites.
- Alton Middle School Visits: Grade 5 students will visit feeder schools physically or virtually (Creekside and Clearwood) to create student schedules and go on a walkthrough of the campus to easily transition from elementary to junior high, parents are invited to attend

Parent and Family Engagement Activity:

- Meet and Greet: this activity will be held 2-3 days prior to the start of the school year. Parents are afforded the opportunity to drop off school supplies, meet new teachers, and greet administrators and previous teachers.
- Open House: this activity will be held during the first month of school. Parents and students are afforded the opportunity to meet teachers, learn behavior expectations, & classroom routines and procedures.

Resources needed: paper, computer, printer, ink, card stock, markers

Participation Results:

Feedback from Parents/Families:

Parents are enthusiastic about the meet and greet prior to the start of the year. They actively engaged in conversations with future classroom teachers and gained onsite on various learning techniques, content and requirements associated with their child’s current grade level. In addition, parents were given the opportunity to drop off school supplies in an effort to lighten the load on the first days of school.

On May 16, 2022, our 5th population visited Creekside Junior High. Students toured the school’s grounds and participated in sessions with counselors, teachers and selected student body members. During the sessions, students became acclimated with the daily routines associated with the middle school campus. They also received additional insight on the various course and electives affiliated with the campus.

Budgets used to support this activity:

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

9. PROFESSIONAL LEARNING COMMUNITIES

PLCs provide collaboration time for groups of teachers including, but not limited to, core academics, Students with Exceptionalities, English Language, CTE interventionists, instructional coaches, and administration in order to:

- analyze student data to plan for individual lessons with embedded supports to address unfinished learning and
- plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, and study units within the curriculum.

Describe the structure/make-up of your PLC groups:

- Teachers in grades PreK and Kindergarten meet collaboratively. Teachers in grades 1st through 5th meet according to content areas:
 - ELA/Social Studies and Sped
 - Math/Science and Sped
- 2022-23
Prek through 5th grade teachers are to meet collaboratively.

Resources needed:

- Prior to the scheduled sessions, specific deliverables are requested:
- Chrome books
 - Current student data (Writing samples, exit tickets, assessments)
 - Scope and Sequence
 - Standards
 - I can statements
 - Manuals

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

2021-22

- Teachers meet twice a month/biweekly
- Meetings are held on a Wednesday during the designated day and month.
- Teachers meet for an hour and a half.

2022-23

PLCs will meet as departmentalized groups(all grades): ELA/SS/SWE on Tuesday; Math.Science/SWE on Thursdays for 90 minutes once per month

Budgets used to support this activity:

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

Middle of the Year Reflection/Areas for Improvement: A series of bi-weekly meetings were scheduled amongst teachers and administrators. The sessions provided time for teachers to analyze data and effectively plan with content specific areas and teachers across the board. Teachers discussed goals associated with the School Advancement Plan and targeted strategies that would be implemented to assist with attaining goals.

Alton Elementary 2021-2024

End of the Year Feedback from Teachers: Teachers expressed that the bi-weekly PLC sessions provided opportunities to work collaboratively with colleagues. The meetings provided additional insight on gaps associated with grade levels above and below current assignments. These collaborative efforts and conversations provided insight on the effectiveness of current strategies.

Areas for Improvement: According to teacher responses, two identified areas of improvement include intervention support and time for planning.

10. OTHER PROFESSIONAL DEVELOPMENT

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

Other Professional Development:

- Teachers will attend professional development opportunities offered by the district in the areas of Math (Eureka, Equip, etc.)
- Teachers will collaborate with Curriculum Specialists to deepen content knowledge and improve overall teacher efficacy

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

- The Instructional Coach will assist in the facilitation of PLCS, deliver PD in Math and ELA, and support the delivery of instruction inside the classroom.
- Through the Impact Cycle, the Instructional Coach will identify two teachers to explain and model instructional strategies in addition to activities provided in PLC.

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													

Middle of the Year Reflection/Areas of Improvement:

End of the Year Feedback from Teachers:

Teachers actively engaged in professional development opportunities offered both onsite and strict-wide. Teachers found topics to be meaningful and beneficial to best practices and strategies directly aligned with current standards. In addition, resources were readily available via Moodle to assist with recaps and additional support.

Possible PD needs for next school year: Intervention and diagnostic tools (IRLA, DIBELS, Equip etc.)

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):

- (2021-22)Family Nights via Zoom
- Overview given at Open House (early Sept.); Monthly Principal’s Parent Coffee- an informal setting for parents to share concerns and comments with principal

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):

- (2021-22)Monthly Faculty Meetings via Zoom.
- Family Night TBD- presentation will be made upon receipt of data

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 Advancement Plan (SAP) Committee will meet quarterly to review data and assess progress towards our school goals.

School 2021-2024 Committee Members

School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

Members Include:

- **Administrator:** Dr. Schanette Hebert
- **Instructional Coach:** Kelly Whittington
- **Teacher:** Alexandra Howard
- **Teacher:** Carolyn Gurievsky
- **Teacher:** Kioka Franklin-Ardoin
- **Teacher:** Kanisha Brown
- **Teacher:** Ginger Kendrick
- **Student:** Victoria Boatner

Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

Members Include:

- **Administrator:** Dr. Schanette Hebert
- **Teacher:**
- **Teacher:**
- **Teacher:**
- **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