

2021-2024
SCHOOL ADVANCEMENT PLAN

Abita Springs 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
Math LEAP 2025 student assessment index scores from 2018-2021 grew from 74.1 to 86.4 which is a growth of 12.3.	Science LEAP 2025 student assessment index scores from 2018-2021 dropped from 68.1 to 61.6 which is a decline of 6.5.
ELA LEAP 2025 student assessment index scores from 2018-2021 grew from 89.3 to 90.5 which is a growth of 1.2.	On the 2020-2021 Math LEAP 2025, only 42% of third grade students scored Moderate (Basic) on the performance substrand of Expressing Mathematical Reasoning.
The CLASS Pre-K observations scores from 2019-2021 grew from 6.35 to 6.39 which is a growth of .04 and is also above the district average of 6.20.	On CLASS Pre-k observations, the dimension of quality of feedback declined from 5.72 to 5.18, which is a decrease of .54.
DIBELS Beginning of Year 2020 assessment 55% of 1st grade students scored Intensive. By the end of the year, only 7% of 1st grade students scored intensive.	On DIBELS End of Year 2020 assessment, 24% of kindergarten students still had a composite score of intensive.
From 2019-2021 LEAP 2025 ELA student assessment index scores for student performance groups in the subgroup of special education students scores grew from 63.8 to 71.6 which is a growth of 7.8.	From 2019-2021 LEAP 2025 ELA student assessment index scores for the subgroup of black or African American students declined from 78 to 57.5, which is a decrease of 20.5.
From 2019-2021 LEAP 2025 Math student assessment index scores for student performance groups in the subgroup of special education students scores grew from 57.6 to 76.8 which is a growth of 19.2.	On the 2020-2021 ELA LEAP 2025, only 35% of third grade students scored Moderate (Basic) on the performance substrand of written expression.
94.5% of parents surveyed in the Title 1 Parent Family Engagement stated that they felt viewed as a valuable stakeholder in the school and child's classroom.	67% of parents surveyed in the Title 1 Parent Family Engagement Survey stated that they did not know how to access the School Improvement Plan.

2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

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

Goal #1 From Spring 2021 to Spring 2024, the percentage of students in third grade achieving Strong (Mastery or Advanced) on the ELA LEAP 2025 in the category of Written Expression for students will increase by 3 percentage points each year.

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
3rd grade	35%	38%	41%	44%

Instructional Focus:

- Writing within Guidebooks (Daily Writing and Unit Tasks Writing)
- Evidenced-Based writing
- Writing Revolution
- Analyzing student writing

Resources needed:

- ELA Content Leader Modules 5 & 6
- The Writing Revolution book and website
- STPPS Writing Revolution Google Classroom
- GB Grammar & Writing guides
- GB Language Tasks
- Instructional Coach
- Headphones
- IRLA books
- Printers & Toner
- Colored paper
- Cardstock
- Magnetic Whiteboards & Dry Erase Markers & Erasers
- Reading Rulers
- Velcro Adhesive Strips
- Flipside Study Carrell
- Material/Felt

Team Reflection:

2021-2022

Evidence based writing is taught daily cross curricular. Students use rubrics to self-assess their writing assignments. A writing component/PD piece will be added to each PLC for the 2022-23 school year.

2022-2023

2023-2024

Abita Springs Elementary 2021-2024

	<ul style="list-style-type: none"> ● Colored Pencils/Markers/Highlighters ● Loose leaf paper ● Laminators/Laminator Sheets/Laminator Film ● Colored pens ● Poster boards 	
<p>Parent and Family Engagement Activity: 2021-2022</p> <ul style="list-style-type: none"> ● Literacy Night- provide writing information and/or reading activities ● Weekly newsletters with writing activities or strategies to use at home ● Writing Revolution strategy of the month flyers <p>2022-2023</p> <ul style="list-style-type: none"> ● Literacy Night- parents will rotate through different stations based upon different aspects of the writing process and how written expression is also taught in other subject areas ● Newsletters with curriculum resources about written expression ● CKLA parent information flyer 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Classroom Teachers ● Instructional Coach ● Books ● Google Meet ● Parent email addresses for e-newsletter ● Paper ● Cardstock ● Ink/ Toner for printed materials ● Colored paper ● Magnetic Whiteboards & Dry Erase Markers & Erasers ● Reading Rulers ● Velcro Adhesive Strips ● Vinyl Ring Binder Pockets ● Flipside Study Carrell ● Material/Felt ● Colored Pencils/Markers/Highlighters 	<p><u>Number of Participants:</u> 2021-2022- 350</p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u> 2021-2022 Parents and students reported that they really enjoyed game night and learned how to use games for continued learning at home. Most parents stated this was fun and would like to do it again. One complaint was to push back the time for working parents. 2022-2023 2023-2024</p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● ELA Content Leader Module 5 Developing Writing and Language Skills ● ELA Content Leader Module 6 Supporting All Students ● Using the Writing Rubric and the Modified Writing Rubric ● Lesson Planning for Writing within Guidebooks ● The Writing Revolution Focus on Specific Strategies ● Complete learning walks to observe teachers using writing techniques 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Curriculum Specialist ● Instructional Coach ● ELA Content Leader ● The Writing Revolution book & website ● LEAP 2025 Rubrics & Modified Rubrics ● GB guides ● STPPS ELA & TWR Google classrooms 	<p><u>Feedback from Teachers:</u> 2021-2022 Teachers stated that more PLCs were needed focusing on written expression with time to evaluate student writing. Student intervention folders could be incorporated to evaluate growth and used during intervention blocks.</p>

Abita Springs Elementary 2021-2024

<ul style="list-style-type: none"> ● CKLA for grades K-2 		2022-2023 2023-2024
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● ELA Content Leaders/Coaches model writing lessons ● 4 Strategies for Effective Instruction ● PLC's will focus on: <ul style="list-style-type: none"> ○ analyze LEAP 360 BOY scores to identify areas of strengths and weaknesses to drive instruction ○ planning for writing instruction ○ using common assessments to evaluate writing and the TRW strategies ○ analyze student writing using writing rubrics ○ track student writing 		

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
- Progress Monitoring: LEAP 360, LEAP 360 Interim, unit tasks, teacher created unit assessments
- GB Unit tasks: Culminating writing tasks, extension tasks, cold read tasks
- GB 2020- Section Diagnostics and culminating tasks

Observations:

- An administrator will visit all 4 ELA classrooms once a semester to conduct a snapshot.
- Teacher self-reflection/evaluation of student growth in writing during monthly PLC.
- Administrator will attend and participate in monthly PLC.

Middle of the Year Monitoring Results/Areas for improvement:

2021-2022- 3rd grade teachers used the Writing Revolution to help with student writing. According to the LEAP 360 students' written expression scores went from 3.6/15 in the beginning of the year to 6/15 for the interim score.

2022-2023

Abita Springs Elementary 2021-2024

2023-2024

End of the Year Results:

2021-2022- On the LEAP 2025, 3rd grade increased from 35% Strong (Mastery or Advanced) to 37% Strong (Mastery or Advanced), which was only 1% point away from the 2022 goal of 38%.

2022-2023

2023-2024

Goal #2

From spring 2021 to spring 2024, the percentage of students in 3rd grade achieving Strong (Mastery or Advanced) on the Math LEAP 2025 in the reporting category of Expressing Mathematical Reasoning (Type II tasks) will increase by 3 percentage points each year.

* Goal unavailable for 2021-2022 year for K-2. Will change the goal to add address K-2 when we have data.

* 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
Kindergarten	Unavailable			
1st grade	Unavailable			
2nd grade	Unavailable			
3rd grade	41%	44%	47%	50%

<p>Instructional Focus:</p> <ul style="list-style-type: none"> We will “express mathematical reasoning by constructing mathematical arguments and critiques” (written arguments/justifications, critique of reasoning, or precision in mathematical 	<p>Resources needed:</p> <ul style="list-style-type: none"> Great Minds Curriculum Resources- inSync, Equip, Navigator, & Affirm STPPS Guaranteed Curriculum & Google Classrooms 	<p>Team Reflection:</p> <p>2021-2022 Expressing mathematical reasoning is taught in daily Eureka lessons for grades K-3. An expressing</p>
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Abita Springs Elementary 2021-2024

<p>statements, facilitating productive mathematical discussions/discourse) in Kindergarten through third grade.</p>	<ul style="list-style-type: none"> ● Louisiana Believes State Planning Documents ● Magnetic Whiteboards & Dry Erase Markers & Erasers ● Reading Rulers ● Velcro Adhesive Strips ● Flipside Study Carrell ● ● Instructional Coach 	<p>mathematical reasoning component/PD piece will be added to each PLC for the 2022-23 school year.</p> <p>2022-2023 2023-2024</p>
<p>Parent and Family Engagement Activity:</p> <p>2021-2022</p> <ul style="list-style-type: none"> ● Math Night- parents played games with their child that were related to math ● Problem Solving Strategy of the month flyer/newsletter to support at-home learning. <p>2022-2023</p> <ul style="list-style-type: none"> ● Math Night- parents will rotate through different stations based upon different aspects of expressing mathematical reasoning and problem solving. ● Problem Solving Strategy of the Quarter flyer/newsletter to support at-home learning. <p>2023-2024</p>	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Teachers ● Instructional Coach ● Google Meet ● Google Classrooms ● Math night resources ● Magnetic Whiteboards & Dry Erase Markers & Erasers ● Reading Rulers ● Velcro Adhesive Strips ● Flipside Study Carrell ● 	<p><u>Number of Participants:</u></p> <p>2021-2022- 350 2022-2023 2023-2024</p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p> <p>2021-2022 Parents and students reported that they really enjoyed game night and learned how to use games for continued learning at home. Most parents stated this was fun and would like to do it again. One complaint was to push back the time for working parents.</p> <p>2022-2023 2023-2024</p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Mathematical practices- focus primarily on MP.1 (make sense of problems and persevere insolving them), MP.3 (construct viable arguments and 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Curriculum Specialist ● Instructional Coach ● Math Content Leader 	<p><u>Feedback from Teachers:</u></p> <p>2021-2022</p>

Abita Springs Elementary 2021-2024

<p>critique the reasoning of others), MP.6 (attend to precision to develop mathematical communication skills to develop clear and precise language in the discussion of their reasoning.)</p> <ul style="list-style-type: none"> ● 5 Practices for Productive Mathematical Discourse ● Examining mistakes/misconceptions for effective feedback ● Every other month Eureka and Equip updates provided by the instructional support team ● Creating and evaluating common assessments ● Using Equip to drive interventions 	<ul style="list-style-type: none"> ● manipulatives ● printers ● toner ● colored paper ● dry erase markers ● dry erase white boards ● dry erase materials ● pencils ● laminating film ● laminator ● poster machine ink ● student intervention folders 	<p>Teachers stated that more PLCs were needed focusing on expressional mathematical reasoning with time to evaluate student work. Student intervention folders could be incorporated to evaluate growth and used during intervention blocks.</p> <p>2022-2023 2023-2024</p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Math Content Leader model lessons ● PLCs will focus on planning for purposeful task selection, monitoring development, anticipating student strategies for solving problems, monitoring development, selecting student work, & connecting student work to the overall goal of the unit ● Curriculum Specialist provide specific PD based on goal identified/follow-up support, as needed ● Curriculum Specialist support to Content Leaders & Math Instructional Coach Support ● Instructional Coach - Model lessons to support productive math discussion 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													

Monitoring and Evaluating

Assessments:

- EOY: 3rd grade LEAP 2025, K-2 Math District Assessments
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 interim, Unit tasks and teacher created standards-based assessments
- Interim LEAP 360 data to track progress toward LEAP Type II tasks (3rd grade)
- Assessment Items specifically focused on Expressing Mathematical Reasoning (K-2 Benchmark assessment items)
- Equip pre and post assessments for each unit

Observations:

- An administrator will visit every K-3rd grade math classroom once a semester to conduct a snapshot.
- Teacher self-reflection/evaluation of student growth in mathematical reasoning during monthly PLC.

Middle of the Year Monitoring Results/Areas for improvement:

2021-2022- According to the LEAP 360 students in third grade score 27% on constructed response items. By the mid-year LEAP 360 students scored 45% on constructed response items.

2022-2023

2023-2024

End of the Year Results:

2021-2022- On LEAP 2025, 3rd grade decreased from 41% Strong (Mastery or Advanced) to 40% Strong (Mastery or Advanced), which was 4% below the 2022 goal of 44%.

2022-2023

2023-2024

Abita Springs Elementary 2021-2024

Goal #3
 From Spring 2021 to Spring 2024, K-3 students will increase reading achievement by increasing the percentage of students whose end of year composite score is At or Above Benchmark on DIBELS 8th by 3 percentage points each school year.

Grade Level	2021 Scores	2022 Goal	2023 Goal	2024 Goal
K	59%			
1st	73%			
2nd	75%			
3rd	64%			

Instructional Focus:

- Phonological awareness: Demonstrate understanding of spoken words, syllables, and sounds (RF.K.2 and RF.1.2)
- Phonics: Know and apply grade-level phonics and word analysis skills in decoding words (RF.3)

Resources needed:

- Amplify Instruction
- Amplify Reading
- Dry erase boards
- Toolkit
- iPads
- Teachers
- Instructional Coaches
- Tutors

Team Reflection:

2021-2022

Overall, the team feels that our K-2 teachers have a great understanding of Amplify and did very well implementing Amplify this year.

2022-2023

2023-2024

Parent and Family Engagement Activity:

2021-2022

- Literacy Night- provide Concept Development and Language Modeling information or activities

Resources needed:

- Amplify Instruction
- Amplify Reading
- ARC Bookshelf

Number of Participants:

2021-2022- 350

2022-2023

2023-2024

Abita Springs Elementary 2021-2024

<ul style="list-style-type: none"> ● Math Night - virtual game night for families; providing information on how to connect mathematical concepts with their child at home. <p>2022-2023</p> <ul style="list-style-type: none"> ● Parent letters sent home with students scores on DIBELS and a link for at home activities to complete with their child. ● DIBELS with Donuts is a presentation that will be given on what is DIBELS, how to read the score sheet sent home, and how to access at home activities. Explanation of our intervention block will be discussed also. <p>2023-2024</p>	<ul style="list-style-type: none"> ● IRLA manual and IRLA data targets ● IRLA Foundational Skills ● Toolkit ● iPads ● Teachers ● Instructional Coaches ● Books ● Math games ● language handouts 	<p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p> <p>2021-2022 Parents and students reported that they really enjoyed game night and learned how to use games for continued learning at home. Most parents stated this was fun and would like to do it again. One complaint was to push back the time for working parents.</p> <p>2022-2023 2023-2024</p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● how to analyze DIBELS data and select appropriate lessons in Amplify Instruction to maximize growth ● how to track intervention data and progress monitor data to see how successful the interventions are ● how to regroup intervention groups based on scores ● how to analyze DIBELS data to maximize rate of reading growth ● Planning phonological awareness and phonics differentiated activities ● Deepen teachers’ understanding of word knowledge by teaching phonics rules through the STPSS Word Study Guide 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● IAmplify Instruction ● Amplify Reading ● Toolkit ● iPads ● Teachers ● Instructional Coaches ● Tutors ● Anchor Charts ● Post-its ● Markers ● Tape ● Cardstock ● Colored Ink ● Personal Laminators ● Laminating sheets ● Dry erase boards ● Dry erase markers 	<p><u>Feedback from Teachers:</u></p> <p>2021-2022 Overall, the team feels that our K-2 teachers have a great understanding of Amplify and did very well implementing Amplify this year.</p> <p>2022-2023 2023-2024</p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Instructional Coach- provide support with foundational skills planning, analyze DIBELS benchmark and progress monitoring and IRLA data with teachers. ● Instructional Coach- model foundational skills lessons 		

Abita Springs Elementary 2021-2024

- Curriculum Specialist to provide support teachers with PD and observation feedback
- PLCs will focus on: analyzing student reading growth using Amplify and planning for intervention groups based on student scores from DIBELS

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 8 benchmark assessments (BOY, MOY, EOY)
- DIBELS 8 Progress Monitoring (Below Benchmark every 4 weeks, Well Below Benchmark every 2 weeks)
- Amplify Instruction groups and data

Observations:

- Administrators will conduct an observation of every K-2 ELA classroom throughout the school year.
- Administrators and ILT Team will conduct learning walks throughout the year looking for specific evidence regarding foundational skills instruction.
- Administrators will attend PLC meetings to ensure discussions and data are targeted to areas of focus.

Middle of the Year Monitoring Results/Areas for improvement:

2021-2022- Student percents scoring At or Above Benchmark on MOY DIBELS Assessment are as follows: K-38%, 1st- 49%, 2nd- 63%, 3rd- 59%

2022-2023

2023-2024

End of the Year Results:

2021-2022- Student percents scoring At or Above Benchmark on EOY DIBELS Assessments are as follows: K- 63%, 1st- 76%, 2nd- 73%, 3rd- 70%. All grade levels shown growth with the number of students who scored At or Above Benchmark from MOY to EOY.

2022-2023

2023-2024

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 0.5 % points each year as follows:

2020-2021 %	2021-2022 %	2022-2023 %	2023-2024 %
4.26	3.76	3.26	2.76

Tier 1 (School wide): Character Word of the Week, weekly social skills lessons (Auto Be Good), positive behavior reinforcement, , least invasive behavior corrections, seating charts, school counselor/ MHP guidance lessons on character and social emotional competencies, supportive counseling, Citizen of the Month, Most Improved of the Month, Fabulous Friday, 100 Compliments, Student of the Week, attendance reward, Bee-havior Bash
 2023-2004: Whole-school morning meetings led by students to enrich school culture, provide opportunities for students to lead group discussions, provide family engagement opportunities for awards and recognition, and character development lessons.

Triad of Instruction:

Resources needed:
 Second Steps Kits
 Leader in Me
 Professional Development
 Student rewards
 Certificates
 Classroom Management
 Plans
 laptop
 projector
 bulbs
 projection screen

Team Reflection:
2021-2022- The team reports that COVID played a large part in students getting accustomed back to the school setting, rules, and interacting appropriately with peers.

2022-2023
2023-2024

Abita Springs Elementary 2021-2024

<ul style="list-style-type: none"> ● Second Steps (PK-K) ● Leader in Me ● Classroom Management Plan ● Weekly Social Emotional Learning on Google Classroom ● PBIS ● Development of classroom/ School culture ● Supportive counseling not occurring on a regular basis ● Classroom Guidance Lessons 	<p>multi-media system microphones</p>	
<p>Tier 2 (Targeted Prevention): Calming corners, check in check out, parent conferences</p> <ul style="list-style-type: none"> ● Targeted social skills instruction ● Student specific reinforcement system ● Peer Based Supports ● Behavior Contracts ● Mental Health Counseling Services Individual and Group ● Classroom Groups ● Small group counseling groups ● Check in/Check out 		
<p>Tier 3 (Intensive Individual): referrals to wrap around community supports, home/ school plans to improve relationships and create proactive plans</p> <ul style="list-style-type: none"> ● FBA & BIP ● Safety Plan ● Daily, explicit social skill instruction ● Crisis Intervention Plans ● Mental Health Counseling Services Individual and Group ● Behavior Coach ● Crisis Intervention Services ● CSoC (Coordinated System of Care wrap-around referral) ● FINS (Families in need of services referral) 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Counselor’s Corner on Google Classroom ● Quarterly Zoom with counselor to share parenting strategies and answer parent questions 	<p>Resources needed: Website Videos Camera with microphone</p>	<p><u>Participation Outcome:</u> 2021-2022- none due to COVID restrictions 2022-2023 2023-2024</p>

Abita Springs Elementary 2021-2024

				<p><u>Parent Feedback/Exit Tickets/Survey:</u> 2021-2022- none 2022-2023 2023-2024</p>										
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Classroom Management Plan trainings ● Triad of Instruction trainings 		<p>Resources needed: JPAMS Data Classroom Management Plans</p>		<p><u>Feedback from Teachers:</u> 2021-2022- none 2022-2023 2023-2024</p>										
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Classroom Observations-Proactive Classroom Management plans ● Coaching ● Monthly monitoring of discipline data for major behaviors 														
<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>Data used to Monitor and Evaluate Goal:</p> <ul style="list-style-type: none"> ● JPAMS Discipline data (Major) will be reviewed every month 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. ● Grade Chair focus group to identify recurring minor behaviors in the classroom 														
<p>Middle of the Year Monitoring Results/Areas for Improvement: 2021-2022- Mid year student referrals were only at to 2.79%. 2022-2023 2023-2024</p>														
<p>End of the Year Results:</p>														

Abita Springs Elementary 2021-2024

2021-2022- Student receiving discipline referrals increased from 4.26% to 7.1%

2022-2023

2023-2024

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 in 3rd grade will increase by 3 points each year as follows:

**Data will be entered upon LDOE release of SPS for SWE student group.*

2020-2021 SPS	2021-2022 Goal	2022-2023 Goal	2023-2024 Goal
75.9			

Describe policies and practices to identify disabilities early and accurately:

2021-2022

- SAT – Student Assistance Team: Counselor, pupil appraisal representative, speech therapist, teacher, ODR, parent
- Teachers meet with principal regarding concerns for specific students, begin interventions, and are brought up to SAT
- SAT meets weekly to address/develop needed interventions for students (completed by classroom teacher), monitor progress of interventions, refer students as necessary to Pupil Appraisal for evaluation, and refer students as necessary for 504 evaluation and plans
- DIBELS RAN and Spelling tests to identify students who may show early signs of reading difficulties

2022-2023

- TAT-Teacher Assistance Team: TRT, Interventionist, Behavior Coach, MHP, Speech Therapist, teacher- This team is used to help teachers find academic and behavior interventions for students

Team Reflection:

2021-2022- we do not have results with SPS for SWE students

2022-2023

2023-2024

Abita Springs Elementary 2021-2024

<p>with difficulties. These interventions are monitored and meetings are held to determine if they are working or other options need to be implemented.</p> <ul style="list-style-type: none"> ● SBLC- School Building Level Committee-TRT, Pupil Appraisal Rep, Speech Therapist, teacher, and parent- This team meets weekly to discuss student placements and/or interventions needed for each student. These are primarily students who have gone before the TAT team and still need further assistance. ● PLC- grade level teachers, admin, TRT, math and literacy coaches, interventionist- these meetings take place one a month for 3.5 hours for each grade level 		
<p>Describe structures to increase collaboration amongst general and special education teachers:</p> <ul style="list-style-type: none"> ● Resource teachers support classroom teachers for inclusion of SWE in the regular classroom <p>2022-2023</p> <ul style="list-style-type: none"> ● Teacher to teacher communication forms between the SWE teacher and the Regular Ed teacher ● SWE teachers also participate in all PLCs with their fellow teachers ● All regular ed teachers are given copies of accommodations or BIP for SWE students 	<p><u>Team Reflection:</u> 2021-2022- both regular ed and SWE teachers feel they need more time to collaborate and plan together. 2022-2023 2023-2024</p>	
<p>Supports and Strategies in Tier 1 (Core Instruction):</p> <ul style="list-style-type: none"> ● (School-Wide) Guidebooks, Amplify Reading, Writing Revolution, Eureka Math, Eureka Equip, Reflex Math, Heggerty 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● GB Resources ● TWR book and website ● STPPS Guaranteed Curriculum & Google Classrooms ● Computers ● Headphones ● IRLA books ● Printers & Toner ● Colored paper ● Cardstock ● Whiteboards & Dry Erase Markers ● Material/Felt ● Colored Pencils/Markers/Highlighters ● Loose leaf paper ● Laminators/Laminator Sheets/Laminator Film ● Large Post-it tablets (anchor charts) ● Colored pens 	<p><u>Team Reflection:</u> 2021-2022- teachers feel they need more resources for math interventions 2022-2023 2023-2024</p>
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> ● Amplify Instruction, S.P.I.R.E., Project Read, Fast ForWord, Guidebook Support, Eureka Equip, Reflex Math 		
<p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> ● Amplify Instruction, S.P.I.R.E., Project Read, Fast ForWord, Guidebook Support, Eureka Equip, Reflex Math 		

Abita Springs Elementary 2021-2024

<p>Parent and Family Engagement Activity: 2021-2022</p> <ul style="list-style-type: none"> ● Literacy/Math night ● One on one virtual meeting with SWE parents to address student needs/concerns ● Quarterly progress notes <p>2022-2023</p> <ul style="list-style-type: none"> ● Literacy Night- provide Concept Development and Language Modeling information or activities ● Math Night - virtual game night for families; providing information on how to connect mathematical concepts with their child at home. ● Parents are offered face to face, phone, or virtual meetings at least once a each year to address student needs/concerns. Parents can call for these meetings at any time. ● Quarterly progress reports are sent home ● DIBELS intervention letters are sent home along with links for parents to find at home activities for the students 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Teachers ● Instructional Coaches ● Books ● Math games 	<p><u>Participation Outcome:</u> 2021-2022- none due to Covid 2022-2023 2023-2024</p> <p><u>Parent Feedback/Exit Tickets/Survey:</u> 2021-2022- none due to Covid 2022-2023 2023-2024</p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● ELA Content Leader ● Math Content Leader ● 4 Strategies of Effective Learning ● Using the Writing Rubric and the Modified Writing Rubric ● Lesson planning/unit planning for Guidebooks ● The Writing Revolution Overview and focus on specific strategies ● Project Read – Phonics, Linguistics, Written Expression ● Amplify Reading and Instruction ● Eureka Math and Equip ● Reflex Math ● DIBELS 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Curriculum Specialist ● Instructional Coach ● Interventionist ● The Writing Revolution book & website ● LEAP 2025 Rubrics & Modified Rubrics ● GB guides ● STPPS ELA & TWR Google classrooms ● Project Read materials ● Amplify Instruction materials ● I pads ● Guidebooks Google classroom 	<p><u>Feedback from Teachers:</u> 2021-2022- teachers needed more PLC time for professional development, but due to the lack of substitutes available, we could not hold many training sessions for teachers in these areas. 2022-2023 2023-2024</p>

Abita Springs Elementary 2021-2024

<ul style="list-style-type: none"> ● Discovery Education ● Accountable talk/mathematical discussions ● Engagement strategies ● SER, FBA, BIP trainings ● Monthly SWE consultants meetings 		
<p>Follow Up and Support:</p> <p>Leadership Team (Administrators, Content Leaders, Instructional Coaches, Curriculum Specialists, Interventionists, SWE Consultants)</p> <ul style="list-style-type: none"> ● ELA and Math Content Leader Module Support and Training ● Model lessons - Instructional Strategies, pedagogy and scaffolding ● Purposeful planning for student tracking toward progress of identified standards and/or IEP goals. ● Analyzing assessments, feedback and next steps ● Walk Through and Look fors 		

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: EOY LEAP 2025

Middle of the Year Monitoring Results/Areas for Improvement:

2021-2022- none due to lack of LEAP scores at this time

2022-2023

2023-2024

Abita Springs Elementary 2021-2024

<p>End of the Year Results: 2021-2022- SWE subgroup scored % proficient in the following... ELA 71.6, Math 76.8, Science 57.9, Social Studie 41.6. All academic areas showed improvement from the previous school year. 2022-2023 2023-2024</p>
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<p>ENGLISH LEARNERS</p> <ul style="list-style-type: none"> ● Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc. ● Consider verbally interpreting: registration & enrollment process, counseling on eligibility for EL program, disciplinary hearings, orientation/back to school events, parent-teacher conferences, medical emergencies/nurse calls, school-wide announcements over intercom, meetings;etc.

<p>Goal #3 (English Learners):</p> <p>From Spring 2021 to Spring 2024, all EL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing), each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking Chart)</p>

<p>Supports and Strategies in Tier 1 (Core Instruction):</p> <ul style="list-style-type: none"> ● 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-3: Full English language immersion with push-in support. ● Amplify Reading 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● GB Resources ● TWR book and website ● STPPS Guaranteed Curriculum & Google Classrooms ● Computers ● Headphones ● IRLA books ● Printers & Toner ● Colored paper ● Cardstock 	<p>Team Reflection: 2021-2022- EL students showed growth on the ELPT test. The team feels our school would benefit from a full time EL para. 2022-2023 2023-2024</p>
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p>		

Abita Springs Elementary 2021-2024

<p>Programs include:</p> <ul style="list-style-type: none"> ● Fast ForWord/Reading Assistant ● IRLA (supplement to coreclassroom instruction) 	<ul style="list-style-type: none"> ● Whiteboards & Dry Erase Markers ● Material/Felt ● Colored Pencils/Markers/Highlighters ● Loose leaf paper ● Laminators/Laminator Sheets/Laminator Film ● Large Post-it tablets (anchor charts) ● Colored pens ● Manipulatives 	
<p>Supports and Strategies in Tier 3 (Intensive Individual): If the student does not show significant gains, the teacher implements and tracks the student’s progress with Tier III interventions as long as needed (for a minimum of 20 school days.) If the interventions are unsuccessful, the input from the Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation.</p> <p>Programs include:</p> <ul style="list-style-type: none"> ● Project Read ● IRLA (supplement to coreclassroom instruction) 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Literacy/Math night ● Quarterly progress notes ● Additional resources to supplement learning at home 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Teachers ● Instructional Coaches ● EL Team (Elena Dieck & Lynn Upchurch) ● Books ● Manipulatives ● Math Games 	<p><u>Participation Outcome:</u> 2021-2022-350 2022-2023 2023-2024</p> <p><u>Parent Feedback/Exit Tickets/Survey:</u> 2021-2022- Parents and students reported that they really enjoyed game night and learned how to use games for continued learning at home. Most parents stated this was fun and would like to do it again. One complaint was to push back the time for working parents. 2022-2023</p>

Abita Springs Elementary 2021-2024

		2023-2024
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Identification of ELs and language proficiency levels to differentiate instruction ● Modifying curriculum to be more accessible to EL students ● Understanding and using LEP accommodations effectively 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● District EL Team ● EL Outreach Document for families i.e. provide school documents, robocalls, and summer learning brochure in the parent’s native language 	<p>Feedback from Teachers: 2021-2022- Teachers feel a full time EL para would help our students. 2022-2023 2023-2024</p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● EL Team on campus ● Whole classroom observations ● Small group observations (based on ELPT achievement scores) ● EL Team presentations and Q & A during PLC ● 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	X													

Data used to Evaluate Goal: ELPT BOY AND EOY TEST

Middle of the Year Monitoring Results/Areas for Improvement:
2021-2022- no statewide assessment given in the middle of the year
2022-2023
2023-2024

Abita Springs Elementary 2021-2024

End of the Year Results:

2021-2022= On the ELPT test taken in February of 2022, the following grade levels scored percent proficient- 3rd grade 43%, 2nd grade 40%, 1st grade 10%, Kindergarten 0%.

2022-2023

2023-2024

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.:

- Open House
- Back to School Night
- Virtual Learning if needed
- IEP, 504, IAP meetings
- Planner/Agendas- given to all 2nd and 3rd grade students to organize assignments and communicate with parents regarding student progress, curriculum, and assessments
- Weekly Classroom Newsletters- every classroom teacher sends a newsletter on Monday to communicate curriculum, assignments, assessments, and parent events for the school.
- Newsletters are posted on Google Classroom.
- School-wide Flyers- Parent events and important school information are sent home on colored paper frequently.
- All teachers are required to call all parents and introduce themselves at the beginning of the school year.
- Progress reports are sent for All SPED and EL students with their report card each grading quarter.
- Parents have 24-hour access to student grades on JPAMS Student Progress Center.
- Robo calls and texts are sent out to communicate events to parents.
- Interims – sent home to all students with a D or F average at the middle of each grading period.

Abita Springs Elementary 2021-2024

- Report cards – sent home each grading period to inform parents about student progress.
- Individual Parent Teacher conferences in-person or virtual are held as needed throughout the school year.
- Parents attend SBLC (School Building Level Committee) virtual meetings to determine areas of weakness for their child’s education and plan interventions to address them.
- If necessary, parents will participate in the decision to conduct an evaluation for special education or 504 services. Parents attend annual 504 meetings with teacher and counselor to develop an IAP (Individual Accommodation Plan)
- Family Game night for all students and parents to practice math and reading skills.

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

- Parent Survey
- Stakeholders requested to view school website for SAP plan
- Coffee with the principal meeting to get stakeholder input
- Administration attends all PTO meetings to discuss school updates with parents.
- Administration has an open-door policy to allow parents, community members, students, and staff unlimited opportunities to give feedback and make suggestions regarding spending, programs, school needs, and to voice concerns.
- Parents attend in-person or virtual conferences with teachers and administration to discuss student academic, social, and behavioral progress/concerns
- Parents attend (at least annually) IEP meetings for special education students to develop individual education plans for their child.
- Parents attend SAT (Student Assistance Team) in-person or virtual meetings to determine areas of weakness for their child’s education and plan interventions to address them.
- If necessary, parents will participate in the decision to conduct an evaluation for special education or 504 services.
- Parents attend annual 504 in-person or virtual meetings with teacher and counselor to develop an IAP (Individual Accommodation Plan)

Resources Needed to Support Parent and Family Engagement:

- Colored Paper
- copies
- copy paper
- Website
- JPAMS Robo calls and text
- Postage
- Agendas for 2nd and 3rd grade
- monthly teacher letters
- Games for family night

Abita Springs 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													

Team Reflection:

2021-2022- Due to COVID restrictions for part of the year, we only had a handful of parent activities on campus. Our back to school night and family game nights were very successful and parents and students loved them.

2022-2023

2023-2024

4. INTERVENTIONS FOR AT-RISK STUDENTS

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

- Readiness results are used to identify students who need interventions/acceleration – District Readiness Assessment in ELA and Math for Grades 1 and 2; LEAP 360 for Grade 3, TSGold for Pre-K, DRDP for Kindergarten; DIBELS for Kindergarten to 3rdGrades;
- IRLA (Individualized Reading Level Assessment) is used to determine phonics interventions for students in Kindergarten to 2nd grade: This data is analyzed by teachers, administration, and TRT. Students who score below Benchmark in DIBELS and are not proficient on other assessments are selected for individualized classroom interventions based on individual instructional needs, Weekly assessments are used by the classroom teacher to determine needed interventions on an on-going basis.
- New student assessments from previous school are used to determine if interventions are needed. If no assessments are available from the previous school, the TRT or individual teacher will administer needed assessments.

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

- School wide intervention blocks
- Tutoring schedules submitted to show intervention times

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

- **K-3: ELA Interventions**
Project Read - Addresses phonological awareness skills
Amplify Instruction - Addresses phonological awareness skills and foundational reading skills

Abita Springs Elementary 2021-2024

Fast Forward - Addresses speech and language needs
 SPIRE (pilot) - Addresses phonological awareness skills and foundational reading skills

● **K-3: Math Interventions**

Eureka Equip - Identifies and addresses gaps in knowledge so students can engage in grade-level content
 Reflex Math (2nd-3rd) - Addresses fluency needs

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

- The TRT and ELA Instructional Coach/Interventionist will check bi-weekly progress monitoring on the Amplify website.
- The TRT and ELA Instructional Coach/Interventionist will meet with teachers to make sure they are using the correct progress monitoring forms.
- Meet with teachers to analyze the data from progress monitoring to adjust interventions as 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													

Resources Needed to Support Interventions:

computers, headphones, IRLA toolkits and circulating libraries, IRLA books, ELA & Math multi-sensory manipulatives, loose leaf paper, cardstock, laminator, laminating sheets, dry erase boards, dry erase markers, felt/material, colored pens, markers, crayons, highlighters, anchor chart paper, pencils, erasers, pencil grips, colored toner ink, books (Math & ELA)

Middle of the Year Monitoring Results:

2021-2022- tutors are working with small groups to help improve DIBELS scores in reading. At this time, we feel the interventions are successful. However, not all teachers are progress monitoring students as needed.

2022-2023

2023-2024

End of the Year Results:

2021-2022- teachers are not progress monitoring with fidelity, intervention blocks were not followed by all teachers.

2022-2023

2023-2024

5. SUPPORT AND EXTENDED LEARNING

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

- Violin
- Art
- Music
- PE
- Library
- Guidance
- Field Trips

Resources needed:

paper
cardstock
PE equipment
books
character materials
character videos

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

- Students are offered Before and After school care where they can complete homework with help from the staff.

Resources needed:

staff
toys
pencils
markers
scissors
glue

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, PE, Library, and guidance are all evaluated twice a year by an administrator.

Middle of the Year Monitoring Results/Areas for Improvement:

2021-2022- The MHP and school counselor are seeing classes every week for guidance lessons. All students are given the opportunity to attend Music, Library, Art and PE at least once a week. Field trips are being planned for the end of the year. We have about 15-20 students currently attending Before or After school care.

2022-2023

2023-2024

End of the Year Results:

2021-2022- All guidance lessons completed by the MHP and school counselors were successful. Students enjoyed the character lessons. Music, Art, Library, and PE were also loved by all students and lessons were taught according to standards. All grade levels attended a field trip at the end of the school year that were standards based. The Before/After school care programs were successful.

2022-2023

2023-2024

6. COUNSELING SERVICES

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

Services Provided by Mental Health Provider(s):

- Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.
- Works with Kindergarten and 1st grade students 30 minutes every other week on social skills in the classroom
- Works with Assistant Principal to monitor behavior concerns and plan interventions
- Manages Tier III behavior students
- Contacts parents of students with excessive tardies, absences, and lack of homework
- Provides one-on-one counseling as needed
- Works with school counselor to introduce new students to our school by providing tours, and monitoring for adjustment

Resources needed:

- paper
- printer
- toner
- cardstock
- chart paper

Abita Springs Elementary 2021-2024

<p>Services Provided by Counselor(s):</p> <ul style="list-style-type: none"> ● Counselor oversees 504 plans ● Works with 2nd and 3rd graders 30 minutes every other week on social skills in the classroom ● Provides one-on-one counseling as needed ● Works with MHP to introduce new students to our school by providing tours, and monitoring for adjustment ● ODR for IEPs when needed 	<p>Resources needed:</p> <p>Paper Toner Printer Therapeutic tools Therapeutic books Crayons</p>
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Budgets used to support this activity:

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

Team Reflection:
2021-2022-the team reported that the guidance lessons offered by the school counselor and MHP were successful. The MHP and counselor were available at all times to help with individual student needs when warranted. The MHP worked alongside the assistant principal to implement behavior interventions and monitor them as well. The school counselor completed all 504 plans for students. The MHP and school counselor did guidance for students in group settings, individual and group counseling, provided IEP minutes for counseling, monitored safety plans, completed TOV paperwork, and wrote FBA and assisted in writing BIP.
2022-2023
2023-2024

7. TRANSITION ACTIVITIES

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

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

<p>Transition Activities for Students:</p> <ul style="list-style-type: none"> ● TRT provides tours for new parents and students 	<p>Resources needed:</p> <p>paper</p>
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Abita Springs Elementary 2021-2024

- MHP and Counselor monitor new students for adjustment to our school
- Administration meets with new parents to discuss student placement
- 3rd Grade visits the Middle School in May to prepare for 4th grade

cardstock
printer
toner

Parent and Family Engagement Activity:

- PreK Parent Orientation in August
- Pre-K parent meeting held at the end of Pre-K to help orient parents of what to expect in Kindergarten
- Meet and Greet Night for parents and students to meet the teacher
- SWE teachers have a zoom/in person meeting with parents of students to discuss the needs and expectations for each student for the upcoming school year.

Resources needed:

computer
projector
speakers
card stock
paper
printer
toner
bulletin board paper
bulletin board decorations

Participation Results:

2021-2022- TRT provided tours for new students and parents. TRT presented for transition from Pre-K to K to parents. TRT set up field trip to the Middle School for 3rd grade students. Pre-K teachers presented at Pre-K orientation for what to expect in Pre-K. All teachers K-3 welcomed parents and students for Meet and Greet at the beginning of school to get parents and students familiarized with the new school year and what to expect.

2022-2023

2023-2024

Feedback from Parents/Families:

2021-2022- exit tickets were used for feedback from the Pre-K activities. Parents thought the meetings were very informative and useful. 3rd grade students reported they enjoyed visiting the middle school and loved seeing the new school and teachers. Meet and greet was successful.

2022-2023

2023-2024

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													

8. 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:

2021-2022

- Pre-K-3rd grade teachers will meet with the instructional team for 3.5 hours per month during the school day to analyze data to drive instruction using the following programs: CKLA, Heggerety, Guidebooks, OWL, CLASS, and all components of Eureka.

2022-2023

- Pre-K through 3rd grade teachers will meet with the instructional team for 3.5 hours per month during the school day to analyze data, learn new curriculum, monitor interventions, and receive new information on curriculum changes. The following programs and curriculum will be used and discussed during PLC meetings: CKLA, Hefferety, Guidebooks, Amplify Instruction, OWL, CLASS, Eureka, Equip, Writing Revolution and Reflex.

Resources needed:

IRLA
 Guidebooks
 OWL
 CLASS
 Eureka
 computer
 teachers
 coaches
 curriculum specialist
 TRT
 Writing Revolution
 paper
 cardstock
 printer
 toner
 chart paper
 poster machine
 poster machine ink
 highlighters
 post its
 markers
 paper clips
 binders
 folders

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

2021-2022

- PLC meetings will occur monthly for 3.5 hours per grade level.

2022-2023

- PLC meetings will occur monthly for 3.5 hours per grade level.
- On the 2nd Tuesday of every month, Kindergarten and Third grade teachers will meet for PLCs.
- On the 2nd Thursday, of every month, First and Second grade teachers will meet for PLCs.
- The principal, literacy coach, math coach, and TRT will attend every meeting. Some meetings may have parish curriculum specialist attend as needed.

Abita Springs Elementary 2021-2024

staplers
staples

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:

2021-2022- PLCs did not occur due to the lack of subs

2022-2023

2023-2024

End of the Year Feedback from Teachers:

2021-2022- PLCs did not occur due to the lack of subs

2022-2023

2023-2024

Areas for Improvement:

2021-2022- PLCs need to take place next school year.

2022-2023

2023-2024

10. OTHER PROFESSIONAL DEVELOPMENT

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

Other Professional Development:

- Our Math and ELA Teacher Leaders attend a total of 9 professional development days held by the district. They will redeliver this information to the staff.
- Professional Development is presented by the TRT for various technology and academic topics.
- Prek attends parish- wide professional developments.
- District Curriculum Specialists present on their speciality areas on campus.
- District level Professional Development is offered during the summer at Summer Institute as well as throughout the year. Courses are listed on GSMU.
- New teachers may attend parish sponsored BOOST sessions on various topics.
- Administration attends monthly PD during the Principal/Assistant Principal Meeting.
- The TRT attends monthly PD and TRT meetings during the year.
- SWE team meets monthly with district updates and procedures.
- Assistive technology team meets with AT liaison monthly with district updates and procedures.

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

- Lead PLC meetings to help teachers analyze data to drive instruction
- Meet with teachers individually to address concerns needed to be successful in the classroom
- Provide Professional Developments to support curriculum needs

Resources needed:

CKLA
 Guidebooks
 OWL
 CLASS
 Eureka
 computer
 teachers
 coaches
 curriculum specialist
 TRT
 Writing Revolution
 paper
 cardstock
 printer
 toner
 chart paper
 poster machine
 poster machine ink
 highlighters
 post its
 markers
 paper clips
 binders
 folders
 staplers
 staples

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													

Abita Springs Elementary 2021-2024

Middle of the Year Reflection/Areas of Improvement:

2021-2022- no teacher leaders for math or ela have attended trainings. Very little professional development was attended due to sub shortage.

2022-2023

2023-2024

End of the Year Feedback from Teachers:

2021-2022- no teacher leaders for math or ela have attended trainings. Very little professional development was attended due to sub shortage. Teachers want trainings in the new reading series coming.

2022-2023

2023-2024

Possible PD needs for next school year:

2021-2022- CKLA, Heggerty, Amplify Instruction, Equip, Handwriting without Tears, Writing Revolution

2022-2023

2023-2024

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):

- Create a summary of the SAP and distribute to parents and obtain feedback through a feedback form.
- SAP is posted on the website and a comment button is included to obtain feedback (a ROBO call will notify parents that the SAP is available on our website.)
- Spring 2021 Title I Parent/Family Survey results will be used to design the SAP.
- PTO members are invited to a meeting (Sept.) where the principal asks for input for the upcoming school year.

Abita Springs Elementary 2021-2024

- Parents are invited to give anonymous feedback through our website.
- Parents on the SAP committee will meet by Zoom with the SIP Committee to review the rough draft of the SAP. (October)

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):

- A robo call is sent out to parents to inform them that the evaluation results are on the website
- Teachers/staff are given copies of the results at a faculty meeting
- A summary of the SAP evaluation is distributed to parents and feedback is encouraged
- A summary of the SAP evaluation is posted on the school website

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 SAP team will meet in October to discuss the SAP plan
- The SAP team will have meetings throughout the year as needed to adjust the SAP plan.

2021-2024 Committee Members

School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

Members Include:

- **Administrator:** Kay Burns
- **Teacher:** Chelsie Soler
- **Teacher:** Summer Holliday
- **Teacher:** Monique McNab
- **Parent/Family:** Mary Mochon
- **Parent/Family:** Amanda Watson
- **Student:** Clementine Hall
- **Community Member:** Brandon Harrell

Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

Members Include:

- **Administrator:** Kay Burns
- **Teacher:** Chelsie Soler
- **Teacher:** Summer Holliday
- **Teacher:** Monique McNab
- **Parent/Family:** Mary Mochon
- **Parent/Family:** Amanda Watson

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

Abita Springs Elementary 2021-2024

Superintendent Signature

Date