

2021-2024
SCHOOL ADVANCEMENT PLAN

Mandeville Elementary



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

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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
Kindergarten and 2nd Grade EOY DIBELS scores demonstrate 80% of students scored at or above benchmark.	1st Grade EOY DIBELS scores demonstrate fewer than 80% students scoring at or above benchmark (74%).
3rd Grade EOY DIBELS scores demonstrate a 17% point increase in students scoring well above benchmark.	3rd Grade EOY DIBELS scores demonstrate fewer than 80% students scoring at or above benchmark (59%).
Kindergarten DIBELS scores demonstrate a 51% point increase from students scoring at or above benchmark from the BOY to the EOY.	LEAP 2025 data for the 2020-2021 school year indicates the lowest Assessment Index score in Social Studies at 66.3 points.
LEAP 2025 data for the 2020-2021 school year indicates the highest Assessment Index score in ELA at 91.7 points.	LEAP 2025 data for the 2020-2021 school year indicates that 34% students scored Approaching Basic or Unsatisfactory in Social Studies.
LEAP 2025 data for the 2020-2021 school year indicates that 70% students scored Advanced or Mastery in ELA.	LEAP 2025 data for the 2020-2021 school year indicates that the Hispanic/Latino, SPED, and ED Subgroups had an Assessment Index below 60 points for Science and Social Studies (Hispanic/Latino - Science = 55 points, Social Studies = 51.4; SPED - Science = 55.4 points, Social Studies = 58.1 points, ED - Science = 46.3 points, Social Studies = 43.3 points).
LEAP 2025 data for the 2020-2021 school year indicates that the Hispanic/Latino Subgroup Assessment Index increased in all subjects from 2019 - 2021 (ELA = 26.4 points, Math = 36.7 points, Science = 6 points, Social Studies = 15.4 points).	LEAP 2025 data for the 2020-2021 school year indicates that SPED and ED Subgroups decreased in ELA and Math from 2019 - 2021 (SPED - ELA = 34.2 point decrease, Math = 10.5 point decrease; ED - ELA = 13.5 point decrease, Math = 10.7 point decrease).
LEAP 2025 data for the 2020-2021 school year indicates an increase in the Whole School Math Assessment Index of 4.4 points (85.1 points to 89.5 points).	LEAP 2025 data from the 2020-2021 school year indicates a decrease in the Science Assessment Index of 15 points from 2019 - 2021 (2019 = 84.5 points, 2021 = 69.5 points).

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LEAP 2025 data for the 2020-2021 school year indicates an increase in the Math Assessment Index of 4.3 points from 2019 - 2021 (2019 = 85.1 points, 2021 = 89.5 points).	Discipline Data from 2020-2021 indicates that the most common cause of referrals is “conduct injurious to others” and the most common location is “classroom” (Conduct Injurious to Others = 20 referrals; Classroom = 20 referrals).
Discipline Data indicates the number of referrals from 2018 - 2021 have decreased by 15 referrals (2018-19 = 44 referrals, 2019-20= 43 referrals, 2020-21= 29 referrals)	CLASS data for the 2020-2021 school year indicates the lowest domain score for Pre K classrooms is Instructional Support with 5.52 points.
CLASS data for the 2020-2021 school year indicates the highest domain score for Pre K classrooms is Emotional Support with 6.85 points.	LEAP 2025 data for the 2020-2021 school year indicates the lowest percentage of Strong performance in Expressing Mathematical Reasoning (54% students).

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: Reading Foundational Skills

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 6 percentage points.

Grade	2021 EOY %	2022 EOY %	2023 EOY %	2024 EOY%
K	80%	70%	84%	
1 st	74%	83% *met goal	77%	
2 nd	80%	72%	75%	
3 rd	59%	73% *met goal	73% *maintain goal	

From Spring 2022 to Spring 2024, K-2 students will increase reading achievement as evidenced by a 5% percentage point increase each year of students who are proficient according to IRLA.

Grade	2022 EOY %	2023 EOY %	2024 EOY%
K	56%	_____	_____

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1 st	62%	_____	_____
2 nd	58%	_____	_____

*Due to change in ELA curriculum, IRLA data will no longer be tracked.

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)
- Kindergarten - Reading instruction is delivered employing whole group, small group, and individual instruction as needed. The minimum instructional minutes include:
CKLA Knowledge 60
CKLA Skills 60
Heggerty 15
Handwriting 15
Enrichment/Intervention 30
- Grades 1-2 – Reading instruction is delivered employing whole group, small group, and individual instruction as needed. The minimum instructional minutes include:
CKLA Knowledge 60
CKLA Skills 60
Heggerty 15
Handwriting 15
Enrichment/Intervention 30
- Grade 3 – Reading instruction is delivered employing whole group, small group, and individual instruction as needed. The minimum instructional minutes include:
Guidebook Framework 85
Handwriting 15
Focused Writing Instruction 30
Independent Reading 10

Resources needed:

Amplify Instruction
Amplify Reading
Heggerty
CKLA Skills

Grades K – 2
Instructional Materials include:
Core Knowledge Language Arts (CKLA)
Heggerty (Phonemic Awareness)
Learning without Tears (Handwriting)

Grade 3
Instructional Materials include:
Louisiana Guidebooks
Learning without Tears (Handwriting)

Team Reflection:

2021 – 2022: Students are making progress in all grade levels. Kindergarten made the greatest amount of progress with 3rd grade making the least. Tutors are working with all grade levels which should help with EOY scores. This is the first time that students were tested/scored by personnel who are not their regular teachers which may adversely affect scores. We will continue to work with 3rd grade teachers about teaching foundational skills, as needed, in small groups.

2022 – 2023: The introduction of the Heggerty curriculum has shown a significant increase in phonological awareness. Students scores in the area the DIBELS 8th Phonemic Segmentation Fluency has shown significant gains.

2023 – 2024:

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<p>Enrichment/Intervention 30</p>		
<p>Parent and Family Engagement Activity: <u>2021 – 2022:</u></p> <ul style="list-style-type: none"> ● Parent/Caregiver Information Handout on Website: <ul style="list-style-type: none"> ➢ Show parents and students how to navigate Amplify Reading ➢ Read books using ARC Bookshelf and engage in extension activities ● Send information home with e-newsletter: <ul style="list-style-type: none"> ➢ Phonological awareness and phonics stations ➢ Family Literacy Engagement: LDOE has provided engaging parental involvement activities for home and school. www.louisianabelieves.com/resources/library/literacy-library ● Send information home about student progress in IRLA that includes ideas of how parents can help their child at home. ● Send <i>Home Connect</i> newsletter, which is located in Amplify, three times a year which summarizes DIBELS benchmark results. <p><u>2022– 2023:</u></p> <ul style="list-style-type: none"> ● Parent/Caregiver Information Handout: <ul style="list-style-type: none"> ➢ Show parents and students how to navigate Amplify Reading ● Send information home with newsletter: <ul style="list-style-type: none"> ➢ Phonological awareness and phonics activities ➢ CKLA Knowledge and Skills Take-Home connection ➢ Family Literacy Engagement: LDOE has provided engaging 	<p>Resources needed: Amplify Instruction Amplify Reading Heggerty CKLA Skills</p>	<p><u>Number of Participants:</u> <u>2021-2022:</u> 490 <u>2022-2023:</u> <u>2023-2024:</u></p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u> <u>2021 – 2022:</u> Anecdotal feedback from parents includes discussions with teachers and administrators. Parents appreciate the detailed information regarding how to help their students at home and online resources for home learning. <u>2022 – 2023:</u> <u>2023 – 2024:</u></p>

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<p>parental involvement activities for home and school. www.louisianabelieves.com/resources/library/literacy-library</p> <ul style="list-style-type: none"> ● Send <i>Home Connect</i> newsletter, which is located in Amplify, three times a year which summarizes DIBELS benchmark results. ● Family Learning Night stations to include at-home ideas for supporting reading foundational skills <p><u>2023 – 2024:</u></p>		
<p>Professional Development: <u>2021-2022:</u></p> <ul style="list-style-type: none"> ● how to analyze DIBELS data and select appropriate lessons in Amplify Instruction to maximize growth ● how to analyze IRLA data to maximize rate of reading growth (21-22) ● Planning phonological awareness and phonics differentiated activities ● Deepen teachers’ understanding of word knowledge by teaching phonics rules through the <i>STPSS Word Study Guide</i> ● 22-23 Training will include Heggerty, CKLA, and Handwriting without Tears <p><u>2022-2023:</u></p> <ul style="list-style-type: none"> ● Heggerty ● CKLA ● Handwriting without Tears ● Science of Reading-3rd <p><u>2023-2024:</u> Grades K – 3: By May 2023, all grade 3 reading, math, science, and social studies teachers will have participated and completed the course, Pathways to Proficient Reading, provided by AIM Institute for Learning and Research. By May 2024, grades K-2 reading, math, science, and social studies teachers will have completed the same course.</p>	<p>Resources needed: Amplify Instruction Amplify Reading <i>STPSS Word Study Guide</i></p>	<p><u>Feedback from Teachers:</u> <u>2021-2022:</u></p> <ul style="list-style-type: none"> ● I have learned to take more accurate DIBELS scores – especially how to document letter omissions. ● I appreciate the time given during PLC to explore Amplify interventions. ● I value the time given to analyze our DIBELS class data throughout the year to monitor progress and see growth. ● I’ve learned new, specific ways to teach power words <p><u>2022-2023:</u></p> <p><u>2023-2024:</u></p>
<p>Follow Up and Support: <u>2021-2022:</u></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 ● Curriculum Specialist to provide support teachers with PD and 		

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<p>observation feedback</p> <ul style="list-style-type: none"> ● PLCs will focus on: analyzing student reading growth using Amplify; analyzing student growth in IRLA; plan for small group foundational skills instruction <p>2022-2023:</p> <ul style="list-style-type: none"> ● Instructional Coach- provide support with foundational skills planning, analyze DIBELS benchmark and progress monitoring ● Instructional Coach- model foundational skills lessons ● PLCs will focus on: Heggerty; CKLA; analyzing student reading growth using Amplify; plan for small group foundational skills instruction <p>2023-2024: Grades K – 3: Refer to the Triad of Instruction (Slides 2 and 3) and <i>Section 5 Interventions for At-Risk Students</i> or all available interventions and supports. Additional information can be also be found in STPPS District Literacy Plan.</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												

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)

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: Data: Percentage of students at benchmark increased for every grade level

Area for Improvement: We need to help support teachers in ensuring Progress Monitoring is occurring within the specified timeframes.

2022-2023: Data: Percentage of students at or above benchmark increased for K – 2. Percentage of well above increased in 3rd grade.

Area for Improvement: We are continuing to implement interventions to support 3rd grade learners with fluency and composite scores as the percentage of below or well below increased from 30% - 37%.

2023-2024:

End of the Year Results:

2021-2022:

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- Kindergarten had the greatest growth from BOY to EOY with an increase of 29% At and Above Benchmark.
- Kindergarten had the greatest decrease in students scoring Below and Well Below Benchmark from BOY to EOY with a change of -29%.
- 83% of First Grade students are At and Above Benchmark at the EOY.
- Third Grade students demonstrated a decrease of 3% in the number of students At and Above Benchmark and Well Below Benchmark from BOY to EOY.
- Third Grade students demonstrated an increase of 3% in the number of students Below and Well Below Benchmark from BOY to EOY.

2022-2023:

- Kindergarten had the greatest growth from BOY to EOY with an increase of 38% AT and Above Benchmark.
- Grades Kindergarten through third all increased the number of students scoring At and Above Benchmark. The differences are Kindergarten: 46% to 84%, first grade: 58% to 77%, second grade: 65% to 75 %, third grade: 70% to 73%.

2023-2024:

Goal #2

Expressing Mathematical Reasoning:

From Spring 2021 to Spring 2024, the percentage of students in 3rd grade level achieving Strong (Mastery and Above) on the LEAP 2025 in the reporting category of Expressing Mathematical Reasoning (Type II tasks) will increase by 16 percentage points as follows:

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

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

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
K	*		78%	
1st	*		87%	
2nd	*		97%	
3rd	54%	59%	64%	70%

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<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 statements, Facilitating Productive Mathematical Discussions/Discourse) 	<p>Resources needed:</p> <p>Great Minds Curriculum Resources: inSync, Equip, Navigator, Affirm/Edulastic District Resources within Guaranteed Curriculum/Google Classrooms Louisiana Believes State Planning Documents</p>	<p>Team Reflection:</p> <p>2021-2022: Virtual Training for all teachers in Equip was beneficial. Eureka Learning Walks for the administrators was helpful in providing specific areas for improvement and conversations for coaching. Due to the curriculum team edited the math spreadsheet for benchmark data, we are now able to track Expressing Mathematical Reasoning for all grade levels. Teachers will continue to work together to look at classroom specific data and plan instruction which causes students to think on a deeper level. We discussed the importance of students experiencing the “productive struggle” to grow.</p> <p>2022-2023:</p> <p>2023-2024:</p>
<p>Parent and Family Engagement Activity:</p> <p>2021-2022:</p> <ul style="list-style-type: none"> Curriculum Based Parental Support Letters to support at-home learning Parent Information Handout demonstrated access to online programs for home support <p>2022-2023:</p> <ul style="list-style-type: none"> Curriculum Based Parental Support Letters to support at-home learning Family Learning Night stations to include at-home ideas for supporting mathematical reasoning <p>2023-2024:</p>	<p>Resources needed:</p> <p>Great Minds Curriculum Resources: inSync, Equip, Navigator, Affirm/Edulastic District Resources within Guaranteed Curriculum/Google Classrooms Louisiana Believes State Planning Documents</p>	<p>Number of Participants:</p> <p>2021-2022: 490</p> <p>2022-2023:</p> <p>2023-2024:</p> <p>Summary of Parent Feedback/Exit Tickets/Survey:</p> <p>2021-2022: Anecdotal feedback from parents includes discussions with teachers and administrators. During SBLC meetings, parents have comment about the ease and use of online programs as well appreciating the support of the at-home learning letters.</p> <p>2022-2023:</p> <p>2023-2024:</p>
<p>Professional Development:</p> <p>2021-2022:</p> <ul style="list-style-type: none"> Mathematical Practices- focused primarily on MP.1 (Make sense of problems and persevere in solving them), MP.3 (Construct viable arguments and critique the reasoning of others), & MP.6 Attend to 	<p>Resources needed:</p>	<p>Feedback from Teachers:</p> <p>2021-2022: PLC being focused on backward design from the end and mid-module assessments has been beneficial. This has given us the opportunity and</p>

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<p>precision)</p> <ul style="list-style-type: none"> ● Eureka Equip Virtual Training ● Orchestrating and Facilitating 5 Practices for Productive Mathematical Discourse ● Precision in Mathematical Language ● Examining Mistakes/Misconceptions for Effective Feedback ● Onsite visit from Eureka Coach focusing on learning inside the classroom with specific feedback to teachers and in-depth discussion about components of Eureka lessons <p><u>2022-2023:</u></p> <ul style="list-style-type: none"> ● Mathematical Practices- focused primarily on MP.1 (Make sense of problems and persevere in solving them), MP.3 (Construct viable arguments and critique the reasoning of others), & MP.6 Attend to precision) ● Eureka Equip Virtual Training ● Orchestrating and Facilitating 5 Practices for Productive Mathematical Discourse ● Precision in Mathematical Language ● Examining Mistakes/Misconceptions for Effective Feedback <p><u>2023-2024:</u></p>	<p>Great Minds Curriculum Resources: inSync, Equip, Navigator, Affirm/Edulastic</p> <p>District Resources within Guaranteed Curriculum/Google Classrooms</p> <p>Louisiana Believes State Planning Documents</p>	<p>time to purposefully plan with the end goal in mind and in turn improves teaching practices.</p> <p>We found the common planning time with assessments beneficial for our students.</p> <p><u>2022-2023:</u></p> <p><u>2023-2024:</u></p>
<p>Follow Up and Support:</p> <p><u>2021-2022:</u></p> <ul style="list-style-type: none"> ● PLCs will focus on planning for purposeful task selection, anticipating student strategies for solving problems, monitoring development, selecting student work samples, sequencing student work samples, connecting student work to the overall goal of the unit/module. ● Curriculum Specialist provides specific PD based on goal identified/follow up support ● Curriculum Specialist support to Content Leaders & Math Instructional Coach Support ● Instructional Coach- Model lessons to support productive math discussions and strategies for delivering effective feedback and analysis of student work <p><u>2022-2023:</u></p>		

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- PLCs will focus on planning for purposeful task selection, anticipating student strategies for solving problems, monitoring development, selecting student work samples, sequencing student work samples, connecting student work to the overall goal of the unit/module.
- Curriculum Specialist support to Content Leaders & Math Instructional Coach Support
- Instructional Coach- Model lessons to support productive math discussions and strategies for delivering effective feedback and analysis of student work

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												

Monitoring and Evaluating

Assessments:

2021-2022:

- EOY: 3rd grade LEAP 2025, K-2 Math District Assessments
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks and teacher created unit assessments
- Interim LEAP 360 data to track progress toward LEAP Type II tasks
- Assessment Items specifically focused on Expressing Mathematical Reasoning
- K-2 Benchmark assessment items
- Observational Assessment Items within Equip to support justifications and explanations

2022-2023:

- EOY: 3rd grade LEAP 2025, K-2 Math District Assessments
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks and teacher created unit assessments
- Interim LEAP 360 data to track progress toward LEAP Type II tasks
- Assessment Items specifically focused on Expressing Mathematical

Observations:

2021-2022:

- One administrator will conduct an observation of every K-3 math classroom throughout the school year.
- Administrators and ILT Team will conduct learning walks throughout the year looking for specific evidence based on the Math Look-fors
- Administrators will attend PLC meetings to ensure discussions and data are targeted to areas of focus.

2022-2023:

- One administrator will conduct an observation of every K-3 math classroom throughout the school year.
- Administrators and ILT Team will conduct learning walks throughout the year looking for specific evidence based on the Math Look-fors
- Administrators will attend PLC meetings to ensure discussions and data are targeted to areas of focus.

2023-2024:

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Reasoning

- K-2 Benchmark assessment items
- Observational Assessment Items within Equip to support justifications and explanations

2023-2024:

Middle of the Year Monitoring Results/Areas for improvement:

2021-2022: Data: Measurement and Data strand is lowest percentage for all grade levels

Areas for Improvement: continue to work on pacing to ensure mastery of measurement and data concepts prior to assessment being given; continue training in and use of math interventions

2022-2023: Data: Measurement and Data continues to be the lowest strand for Grades 1 – 3. 3rd grade EMR data (LEAP.II.3.5 questions) has increased from 2021-2022 (23% full credit) to 2022-2023 (31% full credit). 3rd Grade EMR data also shows an overall increase from last year (50% correct) to this year (57% correct).

Areas for Improvement: We will continue to work on specific strategies to improve the M and D across grade levels. We will continue to discuss ways to support EMR throughout all strands.

2023-2024:

End of the Year Results:

2021-2022:

Measurement and Data continue to be the lowest performing standard for grades Kindergarten, First, and Second according to the end of year mastery assessment.

2022-2023: Data will be updated when LEAP Assessment results are received.

2023-2024:

Goal #3

Writing/Written Expression: From Spring 2021 to Spring 2024, the percentage of 3rd grade students in each grade achieving Strong (Mastery and Above) on the

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LEAP 2025 in the category of **Written Expression** will increase by 18 percentage points as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
3 rd	52%	58%	64%	70%

<p>Instructional Focus:</p> <p><u>2021-2022:</u></p> <ul style="list-style-type: none"> ● Writing within Guidebooks (Daily Writing and Unit Tasks Writing) ● Evidenced-Based Writing ● Types of Writing ● Analyzing Student Writing <p><u>2022-2023:</u></p> <ul style="list-style-type: none"> ● Writing within Guidebooks (Daily Writing and Unit Tasks Writing) ● Evidenced-Based Writing ● Types of Writing ● Analyzing Student Writing <p><u>2023-2024:</u></p>	<p>Resources needed:</p> <p>The Writing Revolution book and website</p> <p>STPPS The Writing Revolution Google Classroom</p> <p>GB Grammar Guide (grade level writing samples)</p> <p>GB Writing Guide</p> <p>GB Language Tasks/Mentor Sentences</p>	<p><u>Team Reflection:</u></p> <p><u>2021-2022:</u></p> <p>Teachers will look at writing data from benchmark assessments at next PLC. Some teachers report a disconnect between TWR and writing required for the LEAP 360 assessment. Backward Design for culminating writing tasks during PLCs has been beneficial for teachers.</p> <p><u>2022-2023:</u></p> <p><u>2023-2024:</u></p>
<p>Parent and Family Engagement Activity:</p> <p><u>2021-2022:</u></p> <ul style="list-style-type: none"> ● Information on The Writing Revolution strategies to use at home <p><u>2022-2023:</u></p> <ul style="list-style-type: none"> ● Information on The Writing Revolution strategies to use at home <p><u>2023-2024:</u></p>	<p>Resources needed:</p> <p>The Writing Revolution book and website</p> <p>STPPS The Writing Revolution Google Classroom</p> <p>GB Grammar Guide (grade level writing samples)</p> <p>GB Writing Guide</p>	<p><u>Number of Participants:</u></p> <p><u>2021-2022:</u></p> <p>120 – weekly newsletter info about TWR</p> <p><u>2022-2023:</u></p> <p><u>2023-2024:</u></p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p> <p><u>2021-2022:</u></p> <p>No feedback received from parents</p> <p><u>2022-2023:</u></p> <p><u>2023-2024:</u></p>

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	GB Language Tasks/Mentor Sentences	
<p>Professional Development:</p> <p><u>2021-2022:</u></p> <ul style="list-style-type: none"> ● Using the Writing Rubric and the Modified Writing Rubric ● Lesson Planning for Writing within Guidebooks ● The Writing Revolution Overview ● The Writing Revolution Focus on Specific Strategies ● Four Strategies for Effective Learning (focus on writing) <p><u>2022-2023:</u></p> <ul style="list-style-type: none"> ● Using the Writing Rubric and the Modified Writing Rubric ● Lesson Planning for Writing within Guidebooks ● The Writing Revolution Overview ● The Writing Revolution Focus on Specific Strategies ● Four Strategies for Effective Learning (focus on writing) <p><u>2023-2024:</u></p>	<p>Resources needed:</p> <p>The Writing Revolution book and website</p> <p>STPPS The Writing Revolution Google Classroom</p> <p>GB Grammar Guide (grade level writing samples)</p> <p>GB Writing Guide</p> <p>GB Language Tasks/Mentor Sentences</p>	<p><u>Feedback from Teachers:</u></p> <p><u>2021-2022:</u></p> <ul style="list-style-type: none"> ● I have learned how to annotate my guidebook lesson plans in better preparation for teaching all students more effectively. ● I have learned how to scaffold writing tasks with guidebook graphic organizers. <p><u>2022-2023:</u></p> <p><u>2023-2024:</u></p>
<p>Follow Up and Support:</p> <p><u>2021-2022:</u></p> <p>PLCs will focus on:</p> <ul style="list-style-type: none"> ● planning for writing instruction (within GB lessons/unit) ● using common assessments to evaluate writing and TWR strategies ● analyzing student writing using the writing rubric ● tracking student writing ● Curriculum Specialist support with PD and observation feedback ● Instructional Coach- Model writing lessons <p><u>2022-2023:</u></p> <p>PLCs will focus on:</p> <ul style="list-style-type: none"> ● planning for writing instruction (within GB lessons/unit) ● using common assessments to evaluate writing and TWR strategies ● analyzing student writing using the writing rubric ● tracking student writing ● Curriculum Specialist support with PD and observation feedback ● Instructional Coach- Model writing lessons <p><u>2023-2024:</u></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												

Monitoring and Evaluating

Assessments:

2021-2022:

- EOY: LEAP 2025
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks (CWT, ET, CRT, and teacher created unit assessments)
- GB Unit Tasks: CWT - Culminating Writing Tasks, ET - Extension Tasks, and CRT - Cold Read Tasks (all include writing and can be tracked for each unit)
- GB 2020 - Section Diagnostics and Culminating task

2022-2023:

- EOY: LEAP 2025
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks (CWT, ET, CRT, and teacher created unit assessments)
- GB Unit Tasks: CWT - Culminating Writing Tasks, ET - Extension Tasks, and CRT - Cold Read Tasks (all include writing and can be tracked for each unit)
- GB 2020 - Section Diagnostics and Culminating task

2023-2024:

Observations:

2021-2022:

- One administrator will conduct an observation of every 3rd grade classroom throughout the school year.
- Administrators and ILT Team will conduct learning walks throughout the year looking for specific evidence based on the writing snapshot rubric
- Administrators will attend PLC meetings to ensure discussions and data are targeted to areas of focus.

2022-2023:

- One administrator will conduct an observation of every 3rd grade classroom throughout the school year.
- Administrators and ILT Team will conduct learning walks throughout the year looking for specific evidence based on the writing snapshot rubric
- Administrators will attend PLC meetings to ensure discussions and data are targeted to areas of focus.

2023-2024:

Middle of the Year Monitoring Results/Areas for improvement:

2021-2022: Data: On the LEAP 360 Interim assessment, students scored highest in the area of Knowledge of Language.

Areas for Improvement: The deficits are Remaining on Prompt and Citing Evidence.

2022-2023: Data: On the LEAP 360 Interim Assessment, students scored highest in the area of Knowledge of Language and Comprehension.

Areas for Improvement: The deficits are Citing Evidence and RI.3.8 (describing the logical connection between particular sentences and paragraphs).

2023-2024:

End of the Year Results:

2021-2022: On LEAP 2025, 3rd grade increased from 52% mastery to 64% mastery surpassing our goal by 6%

2022-2023: Data will be updated when LEAP Assessment results are received.

2023-2024:

3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*

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- **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 % Goal	2022-2023 % Goal	2023-2024 % Goal
2.67%	2.17%	1.67%	1.17%

Tier 1 (School wide):

2021-2023

- Weekly social skills lessons, positive behavior reinforcement, classroom circles, brain breaks, least invasive behavior corrections, seating charts, school counselor guidance lessons on character and social emotional competencies, supportive counseling
- Triad of Instruction:
 - Second Steps (PK-K)
 - Classroom Management Plan
 - Weekly Social Emotional Learning on Google Classroom
 - PBIS
 - Development of classroom culture
 - Supportive counseling not occurring on a regular basis
 - Character Education Lessons through Core Essentials

Resources needed:

Second Steps
Classroom Management Plan
PBIS Refresher Materials
Character Education Lessons

Team Reflection:

2021-2022:

CPI De-escalation Techniques Training should be required by all school employees. Morning Meeting will be starting soon which will help with connection with school community. We feel the increased referrals for this year are due to comparing with last year where safety protocols required that classrooms remain isolated from one another. Behavior Collaboration Meetings have gone well and allowed for continuous discussion to help support our students and teachers. Behavior Coach attended K PLC to share techniques for classroom management.

2022-2023:

2023-2024:

Tier 2 (Targeted Prevention):

2021-2023

- Calming corners, calming boxes, sensory rooms, check in check out, breakfast or lunch small groups, parent conferences
- Triad of Instruction:
- Targeted social skills instruction
- Student specific reinforcement system
- Peer Based Supports

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<ul style="list-style-type: none"> ● Behavior Contracts ● Mental Health Counseling Services Individual and Group ● Classroom Groups ● Small group counseling groups ● Check in/Check out ● Behavior Coach 		
<p>Tier 3 (Intensive Individual): <u>2021-2023:</u></p> <ul style="list-style-type: none"> ● Tier 3 (Intensive Individual): referrals to wrap around community supports, home/school plans to improve relationships and create proactive plans ● Triad of Instruction: ● FBA & BIP ● Safety Plan ● Daily, explicit social skill instruction ● Crisis Intervention Plans ● Mental Health Counseling Services Individual and Group ● Crisis Intervention Services ● CSoC (Coordinated System of Care wrap-around referral) ● FINS (Families in need of services referral) 		
<p>Parent and Family Engagement Activity: <u>2021-2023:</u></p> <ul style="list-style-type: none"> ● Home/School Connection Information sent out periodically via the weekly PTA newsletter ● Link on school website with pertinent counselor information ● Character Awards linked to monthly character lessons ● One on one discussions with counselors and MHPs focusing on student specific strategies 	<p>Resources needed: Schedule time to plan, develop and collaborate- set times to conduct data reviews, team staffing, parent engagement activities, observations, etc.</p>	<p><u>Participation Outcome:</u> <u>2021-2022:</u> 550 <u>2022-2023:</u> <u>2023-2024:</u></p> <p><u>2021-2022:</u> <u>Parent Feedback/Exit Tickets/Survey:</u> Anecdotal feedback from parents includes discussions with teachers, administrators, and counselors. Parents appreciate character education lessons along with awards to help recognize students for going above and beyond. <u>2022-2023:</u> <u>2023-2024:</u></p>
<p>Professional Development:</p>	<p>Resources needed:</p>	<p>Feedback from Teachers:</p>

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<p><u>2021-2023:</u></p> <ul style="list-style-type: none"> ● Adult Wellness-Self Care ● Stress management ● Classroom Management Plan ● PBIS Mini-Lesson Refreshers ● Calming Corners Refreshers ● Behavior Collaboration Monthly Meetings ● One on one discussions with counselors, MHP, and admin team for student/teacher specific strategies ● STPPS In-Vision PD Activity 	<p>Schedule time to plan, develop and collaborate-set times to conduct data reviews, team staffing, parent engagement activities, observations, etc.</p>	<p><u>2021-2022:</u> STPPS In-Vision activity received a lot of positive feedback. The experience was beneficial for all involved for connection and sharing perspectives. Monthly PTA carts have helped morale along with employee-generated Employee of the Month board. Happy Camper Awards help share positive notes and recognize colleagues for their accomplishments.</p> <p><u>2022-2023:</u></p> <p><u>2023-2024:</u></p>
<p>Follow Up and Support:</p> <p><u>2021-2023:</u></p> <ul style="list-style-type: none"> ● Behavior Coach-Social Emotional Google Classroom and Classroom Management Plan ● Classroom Observations-Proactive Classroom Management plans ● Coaching ● Weekly team staffing 		

Budgets used to support this activity:

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

Data used to Monitor and Evaluate Goal:

- Discipline data will be reviewed every 9 weeks to determine the percentage of discipline referrals, identify the location with the most referrals, identify the incident with the most referrals, and identify groups (grade levels, teachers, etc.) that are receiving more referrals than others.
- School Climate: CLASS observation, PBIS/Safety meeting minutes, 1:1 discussions

Middle of the Year Monitoring Results/Areas for Improvement:

2021-2022: Data: 2.87% discipline referrals with classroom and playground highest percentage for location; conduct or habits injurious to his/her associates as highest percentage for behavior of concern

Areas for Improvement: We continue to work to lower overall incidents and severity of incidents.

2022-2023: Data: 2.65% discipline referrals with classroom and hallway with the highest percentage for location; conduct or habits injurious to his/her associates as highest percentage for behavior of concern

Areas for Improvement: We continue to work to lower overall incidents and severity of incidents.

2023-2024:

End of the Year Results:

2021-2022:

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Data: 54 discipline forms total (45 school grounds, 9 bus); 12 students total 22 OSS; Recurrent behavior: physical aggression and conducts or habits injurious to others; Recurrent location: classroom; 21-22 data: 3.47% of students with discipline referrals

Areas for Improvement: We will continue to implement programs and practices to help support students in social/emotional learning to improve behaviors.

2022-2023:

Data: 40 discipline forms total; 21 students total (3.98%) with 14 ISS and 8 OSS; Recurrent behavior; conducts or habits injurious to others and willful disobedience; Recurrent location: classroom and hallway

Areas for Improvement: We will continue to implement programs and practices to help support students in social/emotional learning to improve behaviors. We are looking forward to integrating our In-School Support paraprofessional into our behavioral supports for more proactive measures.

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 will increase by 2 points each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
SPS	SPS	SPS	SPS
79.9	73.7		

Describe policies and practices to identify disabilities early and accurately:

2021-2022:

- DRDP
- Literacy Screener (DIBELS 8th)
- IRLA
- Eureka Math Equip
- Grades
- Attendance
- Teacher observations and data
- Early Intervention Services
- Home Language Survey
- LA Residency Questionnaire

2022-2023:

- DRDP

Team Reflection:

2021-2022:

TAT and SBLC processes have run smoothly this year. Administration and TRT regularly monitor grades to determine more support needed for students/teachers. Triad of Instruction is used as a starting point for interventions.

2022-2023:

2023-2024:

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<ul style="list-style-type: none"> ● Literacy Screener (DIBELS 8th) ● Eureka Math Equip ● Grades ● Attendance ● Teacher observations and data ● Early Intervention Services ● Home Language Survey ● Universal Dyslexia and Related Disorders Screening ● LA Residency Questionnaire <p>2023-2024:</p>		
<p>Describe structures to increase collaboration amongst general and special education teachers:</p> <p>2021-2022:</p> <ul style="list-style-type: none"> ● All SWE teachers are included in PLCs and PD with regular education teachers ● SWE and regular education teachers collaborate during planning periods regarding curriculum and student specific strategies ● All PD is available to regular education and SWE teachers. <p>2022-2023:</p> <ul style="list-style-type: none"> ● All SWE teachers are included in PLCs and PD with regular education teachers ● SWE and regular education teachers collaborate during planning periods regarding curriculum and student specific strategies ● All PD is available to regular education and SWE teachers. <p>2023-2024:</p>	<p>Team Reflection:</p> <p>2021-2022: All PLC meetings include SWE teachers, as appropriate for the grade level. All SWE teachers regularly collaborate with regular education teachers to plan and implement instruction.</p> <p>2022-2023:</p> <p>2023-2024:</p>	
<p>Supports and Strategies in Tier 1 (Core Instruction):</p> <ul style="list-style-type: none"> ● IRLA (21-22), Ready Gen (21-22), Guidebooks, CKLA, Heggerty, Unique Learning and News 2 You (Moderate, Severe, RNC), Amplify Reading, The Writing Revolution, Eureka Math, Eureka In Sync, Eureka Equip, Eureka Affirm 	<p>Resources needed:</p> <p>GB -Diverse Learners Guide/ Supports Flow Chart</p>	<p>Team Reflection:</p> <p>2021-2022: Triad of Instruction is used as a starting point for interventions. Teachers are learning all the new web-based programs well and using them, as appropriate. SAP and ILT Team will be monitoring usage reports. We feel the teachers are choosing proper interventions with the support of our instructional coaches.</p>
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> ● Amplify Instruction, IRLA (21-22), Project Read (Small Group), Fast ForWord, Guidebook Support, Eureka Equip, Zearn (21-22) 	<p>ReadyGen – Scaffolded Strategies Handbook (21-22)</p>	<p>2022-2023:</p>
<p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> ● Amplify Instruction, IRLA (21-22), Project Read (Small Group), PCI (Moderate, Severe, RNC), Eureka Equip, Zearn (21-22) 	<p>CKLA Assessment and Remediation Guide (beginning 2022)</p>	<p>2023-2024:</p>

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	<p>Great Minds Curriculum Resources- inSync, Equip, Navigator, Affirm/Edulastic</p> <p>District Resources within Moodle/Google Classrooms</p> <p>Louisiana Believes State Planning Documents and Resources</p> <p>Discovery Education</p> <p>STPPS Writing Revolution Google Classroom/The Writing Revolution book and website</p>	
<p>Parent and Family Engagement Activity:</p> <p><u>2021-2022:</u></p> <ul style="list-style-type: none"> ● District Family Informational Fair ● Send information home about student progress in IRLA that includes ideas of how parents can help their child at home (21-22). ● Send <i>Home Connect</i> newsletter, which is located in Amplify, three times a year which summarizes DIBELS benchmark results. <p><u>2022-2023:</u></p> <p><u>2023-2024:</u></p>	<p>Resources needed:</p> <p>Guidebooks -Diverse Learners Guide/ Supports Flow Chart</p> <p>ReadyGen – Scaffolded Strategies Handbook</p> <p>Great Minds Curriculum Resources- inSync, Equip, Navigator, Affirm/Edulastic</p> <p>District Resources within Moodle/Google Classrooms</p> <p>Louisiana Believes State</p>	<p><u>Participation Outcome:</u></p> <p><u>2021-2022:</u></p> <p>District Family Information Flyer sent to 195 families</p> <p><u>Parent Feedback/Exit Tickets/Survey:</u></p> <p><u>2021-2022:</u></p> <p>No data available at the school level</p> <p><u>2022-2023:</u></p> <p><u>2023-2024:</u></p>

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	<p>Planning Documents and Resources</p> <p>Discovery Education</p> <p>STPPS Writing Revolution Google Classroom/The Writing Revolution book and website</p>	
<p>Professional Development:</p> <ul style="list-style-type: none"> ● 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 ● Amplify ● Ready Gen ● Zearn (21-22) ● Eureka Math, In Sync, Affirm, Equip ● DIBELS ● IRLA (21-22) ● Unique Learning/News 2 You ● Discovery Education ● Accountable talk/mathematical discussions ● SER, FBA, BIP trainings ● Monthly SWE consultants meetings 	<p>Resources needed:</p> <p>Guidebooks -Diverse Learners Guide/ Supports Flow Chart</p> <p>ReadyGen – Scaffolded Strategies Handbook (2021-2022)</p> <p>Great Minds Curriculum Resources- inSync, Equip, Navigator, Affirm/Edulastic</p> <p>District Resources within Moodle/Google Classrooms</p>	<p>Feedback from Teachers:</p> <p>Feedback previously shared regarding programs for all goals applies to SWE, as well. Our SWE students have access to all programs and services available to all students, in addition to items specific to their individual needs.</p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Leadership Team (Administrators, Content Leaders, Instructional Coaches, Curriculum Specialists, Interventionists, SWE Consultants) <ul style="list-style-type: none"> ● Model lessons - Instructional Strategies, pedagogy and scaffolding ● Purposeful planning for student tracking toward progress of identified standards and/or IEP goals. ● Analyzing assessments, feedback and next steps ● Walk Through and Look fors 	<p>Louisiana Believes State Planning Documents and Resources</p> <p>Discovery Education</p> <p>STPPS Writing Revolution Google Classroom/The Writing Revolution book</p>	

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and website

Budgets used to support this activity:

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

Data used to Evaluate Goal:

- EOY: LEAP 2025
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, District/teacher created unit assessments, Unit Tasks/ Culminating Writing Tasks
- Equip Diagnostic Assessment Reports- identified standards/tracking
- Assessment Data- Topic Quizzes, Mid- and End-of Module Assessment Tasks, Performance Reports generated from Edulastic/Affirm
- DIBELS
- LEAP Connect/ Unique Learning assessments
- District Readiness Benchmark/End of Year (K-2)
- GB Unit Tasks

Middle of the Year Monitoring Results/Areas for Improvement:

2021-2022: Successes: Instructional coaches have been beneficial to helping teachers learn and implement new programs. Instructional tutors have helped close the gap for our students struggling in reading/writing. New programs have potential for providing new avenues to support student success.

Areas for Growth: With many new programs, teachers have questions and need to find the time to access and plan using the new platforms.

2022-2023: Successes: SWE teachers continue to participate fully in all PD opportunities including PLCs, Grade Level Meetings, and curriculum training. Our SWEDL, behavior coach, and instructional coach provide direct and indirect support for all SWE classrooms and students.

Areas for Growth: All teachers continue to work through new programs in order to meet the varying needs of students. We will continue to assess scheduling needs/concerns in order to best meet our students' needs.

2023-2024:

End of the Year Results:

2021-2022:

Successes: We are looking forward to continuing to have an instructional coach on campus to support teachers and students. Being in the second year of implementation for many of these programs will be helpful. PLCs and PD provide opportunities for collaboration.

Areas for Growth: We will continue to work on the most successful ways to fully implement the programs and monitor progress to utilize fully.

2022-2023:

Successes: SWE teachers continue to participate fully in all PD opportunities including PLCs, Grade Level Meetings, and curriculum trainings. Our instructional coach and SWEDL have provided a high level of support for our teachers and students. They have helped support teachers to learn their content and ensure individual needs are met. PLCs and PD continue to provide opportunities for collaboration.

Areas for Growth: We will continue to refine our implementation of new curriculum in order to best meet the individual needs of all students.

Areas of Growth:

2023-2024:

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- 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 each year in their overall proficiency as determined by scores in the following domains: Listening, Speaking, Reading, Writing, on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana.

Supports and Strategies in Tier 1 (Core Instruction):

- The focus of the instructional program for ELs in STPPS is to learn English while simultaneously meeting challenging state academic content and student academic achievement standards.
- Grades K - 6: full English language immersion with push-in support

Supports and Strategies in Tier 2 (Targeted Prevention):

Programs include:

- Amplify Instruction
- Fast ForWord
- IRLA (supplement to core classroom instruction)

Supports and Strategies in Tier 3 (Intensive Individual):

If the student does not show significant gains, the teacher implements and tracks the student's progress with Tier III interventions as long as needed (for a minimum of 20 school days). If the interventions are unsuccessful, the SBLC with input from the Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation.

Programs include:

- Project Read
- IRLA (supplement to core classroom instruction in 21-22)
- Amplify Instruction

Resources needed:

EL Outreach documents for families, i.e., Provide school information in parents' native language, Robocalls, and Summer Learning Brochure

Team Reflection:

2021-2022:

English Learners are fully included in all instructional programs, including Tier I, II, and III supports. As appropriate, EL Learners get tutoring support. ESL Para effectively supported EL Learners in preparing for ELPT. ESL Para was fully informed on current levels of proficiency and worked specifically with individual students to grow in needed areas.

2022-2023:

2023-2024:

Parent and Family Engagement Activity:

2021-2023:

- Intentional efforts to welcome EL families into the schools, i.e.:
- Informational letter translated to direct parents to online educational tools (parent information videos, LDOE website, etc.)
- Additional resources to supplement learning at home
- Administration works with IT to obtain internet hotspots for EL families in need

Resources needed:

EL Outreach documents for families, i.e., Provide school information in parents' native language, Robocalls, and Summer Learning Brochure

Participation Outcome:

2021-2022:

Translated robocalls and flyers sent out to 25 families

2022-2023:

2023-2024:

Parent Feedback/Exit Tickets/Survey:

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		<p><u>2021-2022:</u> Parents consistently reach out and appreciate translated documents and communication.</p> <p><u>2022-2023:</u></p> <p><u>2023-2024:</u></p>												
<p>Professional Development: <u>2021-2023:</u></p> <ul style="list-style-type: none"> ● Identification of ELs and language proficiency levels - differentiating instruction ● Understanding and using LEP accommodations effectively ● SBLC considerations for English language learners (environmental, language and cultural) 	<p>Resources needed: EL Outreach documents for families, i.e., Provide school information in parents' native language, Robocalls, and Summer Learning Brochure</p>	<p><u>Feedback from Teachers:</u> <u>2021-2022:</u> This is an area where we need to continue to grow in our strategies for school and at-home learning. Teachers appreciated the additional detailed information provided by the EL team and support of our EL paraprofessional.</p> <p><u>2022-2023:</u></p> <p><u>2023-2024:</u></p>												
<p>Follow Up and Support: <u>2021-2023:</u></p> <ul style="list-style-type: none"> ● EL Team (Elena Dieck and Lynn Upchurch, EL teachers and EL instructional aides on campus, Math and ELA district coaches) ● Whole classroom observations ● Small group observations (based on previous ELPT achievement scores) ● EL Team (Elena Dieck and Lynn Upchurch) Presentation/ Q & A during PLCs ● ESL Integration Specialist meets with classroom teacher upon request to provide interventions for the classroom 														
<p>Budgets used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													
<p><u>Data used to Evaluate Goal:</u></p> <ul style="list-style-type: none"> ● ELPS screeners to begin services; initial ELPS screener for new students to the state of Louisiana ● ELPT - administered every February ● LEAP/ LEAP Connect 														
<p><u>Middle of the Year Monitoring Results/Areas for Improvement:</u> <u>2021-2022:</u> Awaiting ELPT results <u>2022-2023:</u> Awaiting ELPT results <u>2023-2024:</u></p>														
<p><u>End of the Year Results:</u> <u>2021-2022:</u> ELPT results showed 5 out of 27, or 18.5%, of our English Learners obtained a Proficiency Status of Proficient.</p>														

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2022-2023: ELPT results showed 3 out of 21, or 14% of our English Learners obtained a Proficiency Status of Proficient.

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.:

- Teachers update classroom JPAMS pages and grades, Google Classroom, classroom printed newsletters, and graded paper folders weekly.
- A weekly email is sent out to parents who have subscribed to the PTA newsletter including options for at-home learning and home/school connections.
- Periodic communication is sent home regarding current assessments and units of study, including DIBELS, ReadyGen, and Eureka.
- Teachers and parents hold conferences, as needed, to have one on one discussions regarding specific student progress.

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

- Administrators attend all monthly PTA meetings to discuss important matters and guide decision making for school-wide matters.
- Administrators have regular discussions with parents to gain their perspective and guide decision making for school-wide matters. In addition, contact information for administrators is included in all school-wide communication.
- A parent survey is sent out to gauge parent response to a variety of schoolwide matters. This information is used to guide decision making for school-wide matters.

Resources Needed to Support Parent and Family Engagement:

- Google Classroom, JPAMS software
- Email distribution list
- Home/School Connection resources related to curriculum 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:

This area is a work in progress as the safety protocols have lifted in our area. Our campus is open for visitors including lunch visitors, Sock Hop, and Art from the Heart. Virtual options have helped us remain connected and available while protocols were in place. Teachers and parents have been in continuous contact to support students, and we have found that increased while parents could not be on campus. Web-based programs have helped parents support at-home learning.

5. INTERVENTIONS FOR AT-RISK STUDENTS

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

Determining Student Participation:

- Classroom assessments
- Teacher observations
- Parent concerns
- Results of the DIBELS 8th assessments provide information for intervention groups with tutors based on Below and Well-Below Benchmark levels. If not part of tutor groups then teachers will provide the interventions.
- Teacher Assistance Team (TAT) - guiding teachers with appropriate interventions

Monitoring:

- ELA interventions: Amplify Instruction
- Math assessments: weekly, mid-modular, and end of module assessments
- Response to Intervention Progress Monitoring Worksheet (IRP-3)

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

- Teachers schedule an intervention block during which students may be pulled from the classroom by tutors or participate in small group activities. Teachers plan for and implement small group instruction in core subjects in order to address gaps in learning as identified through daily lessons and classroom assessments.

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

- Amplify Instruction K-3: Foundational Reading Skills
- IRLA K-2: Foundational Reading Skills (2021-2022)
- Project Read K-3: Foundational Reading Skills
- Tutoring Program K-3: All ELA and Math
- KIT Tutoring K-3: All ELA and Math
- Eureka Math Equip K-3: Basic Math Skills and Problem Solving
- Zearn Digital Platform K-3: Basic Math Skills and Problem Solving (2021-2022)
- Reflex Math 2-3: Basic Math Skills and Problem Solving

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

- Daily and/or weekly checks of the Progress Monitoring Fidelity report through Amplify
- Timely submission of Response to Intervention Progress Monitoring Worksheet (IRP-3)

Budgets used to support this activity:

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

Resources Needed to Support Interventions:

- Access to web-based programs
- Materials that support specific programs

Middle of the Year Monitoring Results:

2021-2022: Usage Reports show increased usage and effectiveness of web-based intervention programs.

2022-2023: Usage reports show increased usage and effectiveness of web-based intervention programs.

2023-2024:

End of the Year Results:

2021-2022:

Successes: Triad of Instruction was helpful framework for guiding interventions. We are looking forward to continuing to have an instructional coach on campus to support teachers and students. Being in the second year of implementation for many of these programs will be helpful.

Areas for Growth: We will continue to work on the most successful ways to fully implement the programs and monitor progress to utilize fully.

2022-2023: Usage reports show continued usage and effectiveness of web-based programs. Our tutoring program continues to show success for students with difficulties in reading.

2023-2024:

6. SUPPORT AND EXTENDED LEARNING

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

- All Kindergarten through 3rd grade students receive the following classes weekly: PE (two classes), Music, Art, and Library.
- Each grade level participates in two curriculum-related field trips per school year (tentative based on current safety protocols).
- All Kindergarten through 3rd grade students can participate in a parent-requested Strings class once per week.
- Students who meet certain criteria are eligible to participate in Talented Art, Theater, and Music.

Resources needed:

Art, Music, PE, and Library materials
Transportation

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

- Before and after school care is available for all students.
- A variety of interest-based before and after school clubs are available for all students (tentative based on current safety protocols).
- Kind Kids Club is available for all students (tentative based on current safety protocols).

Resources needed:

Club-specific materials needed for activities

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:

- Student Learning Targets are set by music, art, PE, and library teachers each year with assessment data used to evaluate the program.

Middle of the Year Monitoring Results/Areas for Improvement:

2021-2022: All students continue to attend PE, music, art, library throughout the week; field trips and clubs were paused for most of the year due to safety protocols; students enrolled in strings are making progress

2022-2023: All students continue to attend PE, music, art, and library throughout the week. All grade levels are participating in a variety of field trips. Students are enrolled in strings and making progress.

2023-2024:

End of the Year Results:

2021-2022:

We have seen an increase in the number of students referred to and being accepted into our talented programs. One area for growth would be for the talented teachers to be on our campus rather than students being transported to another location to maximize instructional time.

2022-2023: All students in grades PreK through third were able to participate weekly in PE, Music, Art, and Library. The Strings program continues to be a popular learning extension for both students and parents.

2023-2024:

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):

- Individual sessions, classroom push-ins, small group sessions, behavior conferencing, teacher consultations, behavior rehearsals, check in/check out positive behavior monitoring, behavior replacement instruction and modeling, and providing a hallway presence for monitoring the interactions and emotional well-being of the student body at large.
- Techniques are grounded in Cognitive Behavioral Therapy and Behavioral Therapy and are short-term and solution focused in nature. There is a large focus on relationship building, maintaining healthy boundaries with self and others, and creating connections with our classrooms. Calming strategies are trauma informed and draw from conscious discipline and mindfulness underpinnings.

Resources needed:

Materials to maintain uniform calming spaces in all general education and special classes.

Therapeutic games, bibliotherapy books, therapeutic art supplies, and sensory toys to provide individual and small group sessions.

Services Provided by Counselor(s):

- Identify issues affecting school performance, ex. absenteeism
- Address social, emotional and behavioral problems
- Help students develop skills needed for academic success
- Counsel individuals and small groups
- Assess students' abilities and interests
- Help students achieve academic goals
- Design and implements guidance lessons
- Prepare students for the transition to middle school
- Intervene during crisis situations and participates on school crisis team
- Assess student needs and makes referrals to appropriate social agencies and community agencies
- Serve as an SBLC committee member
- Conduct behavioral and social observations
- Facilitate dyslexia screener
- Consult with parents and teachers

Resources needed:

Second Steps
Discipline Data
Behavioral Health Resources
Mental Health Inventory Scales and Inventories

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													

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Team Reflection:

2021-2022: We have a strong counseling program with our counselor and MHP being an integral part of our crisis and behavior collaboration teams. They are involved with TAT and SBLC, as appropriate and share mini-lessons along with character education information with teachers and students.

2022-2023: Our counseling program continues to be a strong asset to our school when dealing with crisis and behavior.

2023-2024:

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:

2021-2023:

- School tour reservations for families new to our school district (tentative based on current safety protocols).
- Meet and Greet is held at the beginning of each school year to allow for families to visit the school and classroom to familiarize themselves with basic routines and procedures.
- School facilitates a middle school campus visit, depending upon the next school of attendance for students. Students visit the middle school campus during the day to tour and get additional information relative to success after the transition to middle school.
- School sends out communication from middle schools regarding after-school transition activities facilitated by the middle school.
- SWE teachers and therapists meet with SWE teachers and therapists receiving students transitioning to middle school to discuss information relative to student success.

Resources needed:

Transportation for middle school visit

Parent and Family Engagement Activity:

- Meet and Greet Night
- Open House

Resources needed:

None

Participation Results:

2021-2022: No data available due to being virtual/drive-thru events on our campus

2022-2023: As we were able to open up more to the public, our families had a greater opportunity to visit our campus during our meet and greets and our Smart Start days.

2023-2024:

Feedback from Parents/Families:

2021-2022: These events were highly attended and parents shared positive feedback anecdotally. As events on our campus have become in-person, stakeholders

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are happy to be back on campus. We are looking forward to having on-campus events in the future.

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

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:

- PLC meetings provide collaboration time for groups of teachers including core academics, Students with Exceptionalities, English Language, instructional coaches, and administration. During this time, participants: analyze student data to plan for individual lessons, plan for and implement high-quality curriculum, and share best practices for teaching and learning. Regular education teachers and teachers of students with exceptionalities meet in grade level groups with support from instructional coaches, district curriculum personnel, and administration.

Resources needed:

Curriculum Materials
Professional Development Materials for training

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

- PLC meetings are held by grade level once per month for a half day. Substitutes are provided for regular education and special education teachers to attend by grade level.

Budgets used to support this activity:

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

Middle of the Year Reflection/Areas for Improvement:

2021-2022: PLC meetings have been taking place monthly for each grade level with SWE teachers included in all meetings, as appropriate for the grade level. Some PLC meetings have been shortened due to lack of substitutes. Teachers have analyzed data, collaborated and planned for future instruction, and learned new strategies for reaching all learners.

2022-2023: PLC meetings have been occurring monthly for each grade level with SWE teachers included in all meetings, as appropriate for the grade level. With the support of the instructional coach, teachers continue to analyze data, collaborate and plan for future instruction, and learn new strategies for reaching all learners. Assessments are analyzed, as well, to help prepare students and ensure understanding.

2023-2024:

End of the Year Feedback from Teachers:

2021-2022:

Teachers report that PLCs are very helpful and requested more time to meet. They are learning about how to better utilize the Amplify program for DIBELS data, Amplify Reading usage, and intervention/progress monitoring. They shared that they rarely have time to dive deeply into all of the data available.

2022-2023:

2023-2024:

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Areas for Improvement:

2021-2022: We will continue to find resources and support within our district to share at PLC meetings in order to build capacity at the school level. Teachers have requested more PD in the new ELA curriculum, DIBELS dyslexia screenings, and time to prepare materials for lessons.

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:

- Professional Development Days
- After-School Training Opportunities
- Virtual Training provided District-Wide
- One on One Coaching, as needed
- Professional Learning related to specific teacher Professional Growth Plans

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

- Collaborate with colleagues and school administrators to plan professional learning opportunities
- Assist with facilitating PLC meetings
- Model/co-teach/co-plan classroom lessons
- Conduct informal, snapshots to provide feedback on lessons
- Facilitate learning walks amongst teachers
- Support teachers in areas of need indicated by CLASS
- Participate in SAP and ILT committees
- Assist teachers with analyzing student data and selecting and accessing appropriate strategies to improve student learning

Resources needed:

Materials to support professional learning

Budgets used to support this activity:

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

Middle of the Year Reflection/Areas of Improvement:

2021-2022: Instructional coaches have been an integral part of our professional growth this year. They have helped plan and support all PLC meetings, provided in-class support for new teachers, modeled lessons, and coached various teachers to better meet the needs of their students.

2022-2023: Our instructional coach continues to be an integral part of our professional growth. She helps facilitates PLC meetings and provide in-class support for a variety of teachers, including new teachers and those in need of coaching. We have seen a benefit in having one instructional coach for all grades and areas rather than splitting between two coaches and two schools. The consistency has allowed for more in-depth and individualized support.

2023-2024:

End of the Year Feedback from Teachers:

2021-2022: Instructional coaches continue to be an integral part of our PD this year. We are looking forward to having one coach serve our entire school for all subjects to help make our professional learning approach become more integrated.

2022-2023:

2023-2024:
Possible PD needs for next school year:
2022-2023: Math interventions, social/emotional learning, TWR, new ELA curriculum
2023-2024:

11. SCHOOL ADVANCEMENT PLANNING

<p>Describe how all parents will be included in the development of the school-wide plan (include the months that this will take place):</p> <ul style="list-style-type: none"> ● Parents are encouraged to share their feedback via a link posted on our school website (continuous) ● Administrators will share SAP at monthly PTA meetings and ask for feedback (October). ● SAP link will be shared via weekly e-newsletter to ask for parent feedback (November). ● SAP link will remain on school website with a link for feedback (continuous).
<p>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):</p> <ul style="list-style-type: none"> ● Evaluation results of the school-wide plan are reported on the school’s website and through the weekly e-newsletter. In addition, results are reported in monthly PTA meetings.
<p>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:</p> <ul style="list-style-type: none"> ● School-wide committee will meet once per semester to in-person or virtually, pending current safety protocols

2021-2024 Committee Members

<p style="text-align: center;"><u>School-wide Planning Committee</u></p> <p style="text-align: center;">Responsible for developing, monitoring, revising, and evaluating</p> <p>Members Include:</p> <ul style="list-style-type: none"> ● Administrator: Chantelle Smith ● Teacher: Brian Fussell ● Teacher: Kristi Tanguis ● Teacher: Amanda Badeaux ● Counselor: Miriam Pecot ● Parent/Family: Emily Brown 	<p style="text-align: center;"><u>Parent/Family Engagement Committee</u></p> <p style="text-align: center;">Responsible for the implementation of the PFE activities</p> <p>Members Include:</p> <ul style="list-style-type: none"> ● Administrator: Chantelle Smith ● Teacher: Brian Fussell ● Teacher: Kristi Tanguis ● Teacher: Michelle Krennerich ● Parent/Family: Emily Brown ● Parent/Family: Kali McClaskey
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- **Community Member:** Melissa Laterrade

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