

2021-2024
SCHOOL ADVANCEMENT PLAN

Abney Elementary



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

Abney Elementary 2021-2024

1. COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS	WEAKNESSES
1st grade showed significant decrease of at-risk students on DIBELS from 62% beginning of year to 23% end of year (2020-38%) and the highest percentage of student growth for above benchmark students 13% beginning of year to 32% end of year (2020-19%).	3rd grade has the highest percentage of at-risk students on DIBELS showing the least amount of growth in 2020 from 52% at beginning of the year to 51% end of the year (1% decline) and the minimal amount of growth for above benchmark students 20% at beginning of the year to 25% at end of year (5% increase).
The overall LEAP assessment index score for English Language Arts was 62.3 in 2021 which is significantly higher than any other subjects assessment index. This is also 10.8 points higher than the whole school's LEAP assessment index.	The overall LEAP assessment index score has decreased from 57.8 points in 2019 to 51.5 in 2020 (6.3 points).
The highest overall performance score by sub-strand on LEAP was 42% strong (Advanced or Mastery) for writing performance and 42% strong (Advanced or Mastery) for reading literacy text.	44% of students scored weak (Approaching Basic or Unsatisfactory) in written expression on LEAP.
In 2021 69% of students scored strong (Advanced or Mastery) or moderate (Basic) in products and quotients_solve multiplication and division problems on performance by sub-strand on LEAP.	In 2020 62% percent of students scored weak (Approaching Basic or Unsatisfactory) in interpreting fractions place value and scaling on performance by sub strand on LEAP.
4th grade English Language Arts LEAP assessment index was significantly higher than other subject areas (70.9 points).	Third grade students scored 54% weak (Approaching Basic or Unsatisfactory) and fourth grade scored 46% weak (Approaching Basic or Unsatisfactory) in problem solving. Fifth grade students scored 56% weak on major content.
The white subgroup was above the LEAP whole school index in math by 12.5 points in 2021 and showed a consistent growth of 5.2 points from 61.1 in 2018 to 66.3 in 2021.	There was a higher percentage of students scoring weak (Approaching Basic or Unsatisfactory) in each sub strand for Social Studies than students who scored strong (Advanced or Mastery) and moderate (Basic) combined on LEAP.
	In 2021 students with exceptionalities scored below any other subgroup in both math and ELA and scored 22.8 points below the whole school index in ELA and 30 points below in math on LEAP.

Abney Elementary 2021-2024

	74% of discipline referrals occurred in the classroom setting with 19% being disturbances in the classroom.

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

First, second, and third grade students will increase reading achievement by increasing the percentage of students scoring at or above benchmark on DIBELS. First and second grade students will increase the amount of students scoring benchmark or above from BOY to EOY by 20% each year, from 2020 to 2024. Third grade students will increase the percentage of students scoring benchmark or above from BOY to EOY by 5% each year, from 2020 to 2024.

Grade	2020-2021 BOY to EOY %	2021-2022 BOY to EOY % Goal	2022-2023 EOY % Goal	2023-2024 EOY % Goal
1st	24%-62% (38% growth)	40%-(Projected 60%)		
2nd	32%-50% (18% growth)	47%- (Projected 67%)		
3rd	48%-49% (1% growth)	49%- (Projected 54%)		

Instructional Focus:

- Phonological awareness: Demonstrate understanding of spoken word, syllables, and sounds.
- Phonics: Know and apply grade-level phonics and word analysis skills in decoding words.

Resources needed:

- Guidebook 1.0
- IRLA
- Amplify Reading
- tutors
- interventionist
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Team Reflection:

Parent and Family Engagement Activity:

- Literacy Night

Resources needed:

- Instructional coaches, Interventionists, teachers

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

Abney Elementary 2021-2024

<ul style="list-style-type: none"> ● Send home IRLA progress to parents that includes how parents can help children at home. ● Send Home DIBELS benchmark results three times a year ● Parent LEAP testing Information Night 	<ul style="list-style-type: none"> ● IRLA and DIBELS reports ● Literacy activities 	
<p>Professional Development:</p> <ul style="list-style-type: none"> ● District IRLA professional development ● PLC meetings focused on DIBELS and IRLA data ● PLC meetings planning phonological and phonics activities 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Instructional coaches, Curriculum specialists, teachers ● IRLA and DIBELS reports 	<p><u>Feedback from Teachers:</u></p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Instructional coaches and TRT will provide support with foundational skills planning, analyze DIBELS benchmark and progress monitoring and IRLA data with teachers. ● Instructional coaches will model and co-teach foundational skills lessons within 2nd grade to support these teachers. ● Curriculum specialist will provide support to teachers through PDs 		

Budgets used to support this activity:

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

Monitoring and Evaluating

Assessments:

- DIBELS benchmark assessment (BOY, MOY, EOY)
- DIBELS Progress Monitoring
- IRLA initial assessment

Observations:

- Administrators and Instructional coaches will visit 1st-3rd grade classrooms during their foundational skills time a minimum of once a month to conduct a snapshot.

Abney Elementary 2021-2024

● IRLA tracking
Middle of the Year Monitoring Results/Areas for improvement:
End of the Year Results:

Goal #2
 From Spring 2021 to Spring 2024, the percentage of students in grades 3 through 5 achieving Mastery or Above on the LEAP 2025 in the reporting subcategory (specified below) of Major Content will increase by 1 percentage point in year one, 2 percentage points in year two, and 3 percentage points in year 3.

GRADE	MAJOR CONTENT SUBCATEGORY	SPRING 2021	SPRING 2022 Goal	SPRING 2023 Goal	SPRING 2024 Goal
3	Solve Problems with Any Operation	26% Mastery/Advanced	27% Mastery/Advanced (increase of 15 students based on current population)	29% Mastery/Advanced	32% Mastery/Advanced
4	Solve Multi-step Problems	36% Mastery/Advanced	37% Mastery/Advanced (increase of 15 students based on current population)	39% Mastery/Advanced	42% Mastery/Advanced

****Please add 5th grade data.**

<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● We will build conceptual understanding and problem-solving skills by using concrete and representational models, and we will support this growth by promoting student discourse of a variety of multiple solving strategies and solution pathways. 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Great Minds Curriculum - In Sync, Affirm, Equip, Navigator, Edulastic ● District Resources within Google Classrooms ● Louisiana Believes State Planning Documents 	<p>Team Reflection:</p>
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Abney Elementary 2021-2024

	<ul style="list-style-type: none"> ● Concrete manipulatives 	
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Curriculum-based Parental Support Letters to support at-home learning ● Math learning Night/Event to assist parents in understanding the importance of building conceptual understanding prior to teaching procedural knowledge, and share strategies that parents can implement at home to support this growth. ● LDOE Parent Support Information ● Parent LEAP testing information night 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Eureka Parent Letter by Topic ● Math Night Committee to plan event ● LDOE website 	<p><u>Number of Participants:</u></p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● PD centered on the Mathematical Practices that best support conceptual understanding - primarily MP.1 (make sense of problems and persevere in solving) and MP.5 (use appropriate tools strategically) ● Orchestrating and Facilitating 5 Practices for Productive Mathematical Discourse 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Great Minds Curriculum - In Sync, Affirm, Equip, Navigator, Edulastic ● District Resources within Google Classrooms ● Louisiana Believes State Planning Documents ● Instructional Coach ● Curriculum Specialist/s 	<p><u>Feedback from Teachers:</u></p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Weekly PLCs focused on the following topics: building teacher content knowledge of conceptual models, examining student work and collaborating on how to respond to misconceptions; using Equip data to organize interventions so that students can access the Tier 1 curriculum ● Curriculum Specialist provides specific PD based on goal identified/follow up support 		

Abney Elementary 2021-2024

<ul style="list-style-type: none"> ● Curriculum Specialist support to Content Leaders & Math Instructional Coach ● Instructional Coach will model lessons and strategies to support growth in conceptual understanding within major content areas, share strategies to promote productive math discussions, provide support in the area of growing teachers’ content knowledge, and facilitate data discussions to analyze and respond to student work 		
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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														

Monitoring and Evaluating

<p>Assessments:</p> <ul style="list-style-type: none"> ● SLTs ● LEAP 2025 ● Interim Assessments ● Mid and End-of-Module Assessments 	<p>Observations:</p> <ul style="list-style-type: none"> ● One administrator will visit classrooms at least once a month to conduct a snapshot using the NIET Math “Look-for Tool”. ● The leadership team will conduct learning walks once a month to conduct a snapshot using the math snapshot rubric.
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Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

Goal #3
 From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Mastery or Above on the LEAP 2025 in the subcategory of Written Expression for each cohort of students will increase by 1% the first year, 2% the second year, and 3% the third year. 

Abney Elementary 2021-2024

Grade	Major Content Area	Spring 2021	Spring 2022 Goal	Spring 2023 Goal	Spring 2024 Goal
3rd	Written Expression	15% (advance/mastery)	16% (15 students)	18%	21%
4th	Written Expression	42% (advance/mastery)	43% (15 students)	45%	48%

****Please add 5th grade data if 5th grade is included in this goal. If not, change your goal from “each” to “3rd and 4th”.**

<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Writing within Guidebooks (Daily Writing and Unit Tasks Writing) ● Evidence-Based Writing ● Types of Writing ● Analyzing student writing 	<p>Resources needed: Guidebook Writing Guide, Writing Revolution Resources, Guidebook Google Classroom, Writing Revolution Google Classroom</p>	<p>Team Reflection:</p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Literacy Night ● Writing Revolution parent strategy flyer ● Parent LEAP testing information night 	<p>Resources needed: flyer, invitation, sign in sheet, card stock, postage, ink</p>	<p>Number of Participants:</p> <p>Summary of Parent Feedback/Exit Tickets/Survey:</p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● 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 	<p>Resources needed: Guidebook materials, Writing Revolution materials, student samples</p>	<p>Feedback from Teachers:</p>

Abney Elementary 2021-2024

<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● ELA Content Leaders model writing lessons ● Instructional Coach will model lessons and strategies to support growth in written expression, provide support in the area of growing teachers’ content knowledge, and facilitate data discussions to analyze and respond to student work ● PLCs will focus on <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 		

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														

Monitoring and Evaluating	
<p>Assessments:</p> <ul style="list-style-type: none"> ● SLTs ● EOY LEAP 2025 ● Guidebook Culminating Writing Task and Extension Task ● Writing portions from all subject common assessments 	<p>Observations:</p> <ul style="list-style-type: none"> ● One administrator will visit classrooms at least once a month to conduct a snapshot using the writing snapshot rubric. ● The leadership team will conduct learning walks once a month to conduct a snapshot using the writing snapshot rubric.

Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

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

DISCIPLINE

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

Goal #1 (Discipline):

From Spring 2021 to Spring 2024, the percentage of students in 1st through 4th grade receiving out-of-school suspensions will decrease by 5% points each year as follows. From Spring 2021 to Spring 2024, the percentage of students in 5th grade receiving out-of-school suspensions will decrease by 5% points each year as follows:

1st-4th Grade Data

2020-2021 %	2021-2022% Goal	2022-2023% Goal	2023-2024% Goal
5.6%	5.3%	5%	4.7%

5th Grade Data

2020-2021 %	2021-2022 %	2022-2023 %	2023-2024 %
7.5%	7.1%	6.8%	6.4%

****Please utilize the goal included on the goal setting reference sheet for discipline, as it reflects our district-wide goal for discipline.**

Tier 1 (School wide):

- Positive behavior support, seating charts, school counselor guidance lessons, bimonthly social skills lessons
- Triad of Instruction:
 - classroom management plan

Resources needed:

scheduled planning time, social skills lesson planning, google classroom, computers

Team Reflection:

Abney Elementary 2021-2024

<ul style="list-style-type: none"> ○ development of classroom culture ○ classroom guidance lessons ○ PBIS ○ Social skills learning 		
<p>Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> ● check in check out, parent conferences ● Triad of Instruction: <ul style="list-style-type: none"> ○ behavior contracts ○ check in/check out ○ small group counseling services ○ peer mentors ○ mental health counseling services individual and group 		
<p>Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> ● Triad of Instruction: <ul style="list-style-type: none"> ○ BIP ○ Safety Plan ○ Mental health counseling ○ Crisis Intervention Plans 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Monthly PBIS Spartan of the Month Breakfast Ceremony with parents on ZOOM 	<p>Resources needed: breakfast bars, muffins, donuts, juice, plates, cardstock, ink, printer, computer</p>	<p>Participation Outcome: <u>Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Classroom Management Plan 	<p>Resources needed:</p>	<p><u>Feedback from Teachers:</u></p>

Abney Elementary 2021-2024

<ul style="list-style-type: none"> • Understanding the impact of Trauma-Teaching 	observations, planning time, data review, parental involvement	
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> • Behavior Coach will support teachers with classroom management plans. • Survey the schools needs to base biweekly social skills lessons off of. • Classroom Observations-Proactive Classroom Management Plan. 		

Budgets used to support this activity:

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

Data used to Monitor and Evaluate Goal:

- Discipline data will be reviewed every 9 weeks to determine the percentage of discipline referrals, identify the location with the most referrals, identify incidents with the most referrals, and identify groups that are receiving more referrals.
- The leadership team will conduct classroom observations once a month to gather data on observed social skills and classroom management.
- PBIS team will meet once a month to do walkabouts to monitor tier 1 fidelity.

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

STUDENTS WITH EXCEPTIONALITIES

- *Universal Design for Learning (UDL) Strategies can be used to adapt the curriculum so that it is differentiated and able to meet the various needs of all learners. ([UDL Strategies - Goalbook Toolkit \(goalbookapp.com\)](http://goalbookapp.com))*

Goal #2 (SWE):
 From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by 5 % points each year as follows:

2020-2021 SPS	2021-2022 SPS	2022-2023 SPS	2023-2024 SPS
23.8	24.9	26.2	27.4

Abney Elementary 2021-2024

*We do not have SPS data from the LDOE as of 10/28/21; 23.8 is the Math assessment index for SWE student group, but our district wide goal is to increase the overall SPS for SWE in all subjects.

Consider including the message below until scores are received.

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

Describe policies and practices to identify disabilities early and accurately:

- Teacher Assistance Team (TAT) meetings are scheduled based on student data that indicates a student is struggling with academics or behavior. The TAT team will create interventions and monitor student progress. After intervening, the TAT team may continue to monitor the student through interventions, refer the student to SAT, or refer the child for no further consideration.
- Student Assistance Team (SAT) meets weekly on Tuesdays to identify students in need of additional interventions attended by pupil appraisal team members, teachers, parents, administrators, interventionists, and the school counselor. Interventions through SAT are reviewed every 6 weeks for student progress. Students are referred to SAT from a teacher or parent request.
- Students not showing progress over time are referred for evaluation through Pupil Appraisal.

Team Reflection:

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

- **General and special education teachers will meet together in PLCs and grade level meetings to plan and collaborate.**
- General and special education teachers collaborate together through SBLC and IEP meetings.
- There is a special education teacher on the PBIS team that collaborates with teachers and school administration in order to create positive behavior for all students.

Team Reflection:

Supports and Strategies in Tier 1 (Core Instruction):

- IRLA, Guidebooks, Unique Learning, News 2 You, Amplify Reading, Achieve 3000, Eureka Math, Eureka In Sync, Eureka Equip, Eureka Affirm, Reflex Math

Resources needed:

- **Moodle/Google classrooms**
- **Great Minds curriculum resources**

Team Reflection:

Supports and Strategies in Tier 2 (Targeted Prevention):

Abney Elementary 2021-2024

<ul style="list-style-type: none"> ● Amplify Instruction, IRLA, S.P.I.R.E., Project Read, Guidebook Support, Achieve 3000, Eureka Equip, Zearn, Reflex Math 	<ul style="list-style-type: none"> ● Diverse Learners Guide/Supports Flow Chart ● Louisiana Believes Planning Documents and Resources 	
<p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> ● Amplify Instruction, IRLA, Project Read, Achieve 3000, Eureka Equip, Zearn, Reflex Math 		<p>Resources needed:</p> <p>Instructional coaches, teachers, activities, paper, ink, pencils, expo markers, cardstock, folders</p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Literacy Night ● Math Night ● Parent LEAP testing Information Night 	<p>Resources needed:</p> <p>District provided trainings PLC meetings Substitutes</p>	<p><u>Feedback from Teachers:</u></p>

Abney Elementary 2021-2024

<ul style="list-style-type: none"> • Unique Learning/News 2 You • Discovery Education • Accountable talk/mathematical discussions • SER,FBA,BIP training • Monthly SWE consultant meetings 																															
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> • Leadership team will model lessons, engage in purposeful planning for students tracking, analyze assessments, provide feedback and next steps, and conduct walk-throughs and look fors 																															
<p>Budgets used to support this activity:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Title I</th> <th>GFF</th> <th>Title II</th> <th>LA4</th> <th>IDEA</th> <th>Title III</th> <th>Title IV</th> <th>Perkins</th> <th>JAG</th> <th>Bonds</th> <th>DSS</th> <th>CDF</th> <th>ESSER</th> <th>SCA</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>		Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other															
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<p>Data used to Evaluate Goal: SWE LEAP 2025 data</p>																															
<p>Middle of the Year Monitoring Results/Areas for Improvement:</p>																															
<p>End of the Year Results:</p>																															

<p>ENGLISH LEARNERS</p> <ul style="list-style-type: none"> • <i>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.</i> • <i>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.</i> 		
<p>Goal #3 (English Learners): From Spring 2021 to Spring 2024, all EL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing), each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking Chart)</p>		
<p>Supports and Strategies in Tier 1 (Core Instruction):</p> <ul style="list-style-type: none"> • Full English immersion with push-in support 	<p>Resources needed: curriculum resources</p>	<p>Team Reflection:</p>

Abney Elementary 2021-2024

Supports and Strategies in Tier 2 (Targeted Prevention): Implement programs to include IRLA and Achieve 3000	Louisiana Believes supplemental materials													
Supports and Strategies in Tier 3 (Intensive Individual): Implement programs to include Project read and IRLA														
<ul style="list-style-type: none"> ● Parent and Family Engagement Activity: LEAP/ELPT presentations and/ or information ● Student data sent home to parent in native language ● School communication sent to parents in native language ● Additional resources to supplement learning at home 	Resources needed: data reports Administrations/support staff	<u>Participation Outcome:</u> <u>Parent Feedback/Exit Tickets/Survey:</u>												
Professional Development: <ul style="list-style-type: none"> ● Modifying curriculum to be more accessible yoEL students ● Understanding and using LEP accommodations effectively ● SBLC considerations for English language learners 	Resources needed: ESL integration specialist curriculum specialist instructional coaches	<u>Feedback from Teachers:</u>												
Follow Up and Support: <ul style="list-style-type: none"> ● EL teams, classroom observations, ESL Integration specialist 														
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: ELPT scores														
Middle of the Year Monitoring Results/Areas for Improvement:														
End of the Year Results:														

4. PARENT AND FAMILY ENGAGEMENT

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

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

- Abney Elementary communicates information to parents through interim reports, report cards, weekly test folders, parent portal, robo calls, open house, parent-teacher conferences, and newsletters.
- Student agendas will be provided to students in grades 3rd-5th. This is a communication tool so that parents may communicate with teachers and teachers will tell parents about upcoming due dates, homework assignments, test grades, and any other pertinent information.
- Parent communication folders are given for all grades to provide parents with all opening of school information.
- Weekly newsletters to parents by teacher to communicate learning objectives for the week, important dates, and any other pertinent information needed for the specific class.
- Notification flyers of parenting events and RSVPs are sent home for each of the parent involvement events we hold during the school year.
- Meet and greet postcards are mailed to each family welcoming them back to school and notifying them of the dates they may come and meet their teacher.
- School wide website addresses upcoming events, parent reminders, volunteer opportunities and TITLE 1 events. This is also a tool to share school and student accomplishments.
- Parents have access to view their child's grades via the Student Progress Center. This can be done online through login information which is emailed home at the beginning of each school year.
- Our parent involvement activities this year will provide parents with strategies to use at home to improve student achievement.

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

Abney Elementary 2021-2024

- We have parent representatives on the SIP Committee to offer feedback and input to the development of our plan.
- The School Improvement Plan will be listed on the school website for parents to view. Feedback from parents will be encouraged.
- Parents/families are encouraged to join and participate in PTA through membership drives and monthly newsletter invitations.
- During parent involvement events, parents are asked to complete a questionnaire/survey about the event and what they felt was successful or not successful. We asked for suggestions for the upcoming events.
- At the end of the year a survey is posted on our website and sent home to parents asking to provide feedback on the entire year and parental involvement events for the upcoming year.
- Throughout the school year we ask parents to communicate about their child's academic needs and how we can assist them in helping their child master grade-level skills.
- SBLC meetings are held weekly. During these meetings, teachers and parents can collaborate about meeting the needs of their students. These meetings address both academic and behavior concerns.
- Individual Education Program (IEP) meetings are held weekly. During these meetings parents and teachers collaborate and develop a specific plan for the student. Students who have been evaluated and show deficits in various areas have an IEP written which is implemented by the school to help students meet their goals. These meetings provide parents an opportunity to give specific feedback on their child's academic improvement, behavior improvement, and have input into their academic plan.

Resources Needed to Support Parent and Family Engagement:

- Parent surveys and questionnaire
- SBLC communication log
- PTA communications
- Student specific IEPs
- Student agendas
- Green Newsletter Paper
- Meet and Greet Postcards
- Postage
- Parental Involvement Activity Materials: paper, ink, expo markers, cardstock, folders,

Abney 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														

Team Reflection:

5. INTERVENTIONS FOR AT-RISK STUDENTS

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

- 1st, 2nd, and 3rd grade students who score below and well below benchmark on DIBELS assessments will receive interventions.
- 4th and 5th grade students who received unsatisfactory and approaching basic on the previous years ELA LEAP scores are identified for intervention.
- All first through fifth grade students take a pre module assessment using the Equip program before starting each Math Module.
- Students who are identified as needing more support by the classroom teacher or the parent will be put up to receive more intervention through the SBLC process. TAT and SAT meetings are held every Tuesday to identify students in need of additional interventions.

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

- A 30 minute, 4 day a week scheduled intervention block has been assigned to every grade level.

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

- 1st, 2nd, and 3rd grade students identified as needing an ELA intervention will receive Amplify Instruction, S.P.I.R.E, Project Read, or IRLA.
- 4th and 5th grade students identified as needing ELA intervention will receive IRLA or Project Read.
- Students in 1st-5th grade who are identified as needing a math intervention through Equip, will use Zearn to target the lesson(s) from previous modules or grade levels where the intervention is needed.
- Students identified as needing more support in the TAT/SBLC process will be started in a Tier 2 intervention that meets that individual student's needs.
- Students identified as needing more support in the SAT/SBLC process will be started in a Tier 3 intervention that meets the individual student's needs.

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

- Students in 1st-3rd grade scoring below benchmark will be progress monitored every 4 weeks using DIBELS and students receiving well below benchmark will be progress monitored every 2 weeks.
- 4th and 5th grade students are continuously monitored through the IRLA process and are DIBELS benchmark assessed three times a year.
- Progress monitored is conducted by classroom teachers and the ELA tutor.
- Students progress for Math interventions will be monitored through the classroom teacher and the online Equip and Zearn programs.

Abney Elementary 2021-2024

- Students receiving interventions in the SBLC process will be monitored by the SBLC team weekly. These interventions will be reevaluated every 4-6 weeks and continued or changed 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														

Resources Needed to Support Interventions:

- Additional intervention program training
- Certified Tutors
- S.P.I.R.E materials
- IRLA materials
- PRoject Read materials
- Amplify Instruction Materials
- Paper
- Ink
- Dry Erase boards
- Dry Erase markers
- Folders
- Sheet Protectors
- Ipads
- Computers

Middle of the Year Monitoring Results:

End of the Year Results:

6. SUPPORT AND EXTENDED LEARNING

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

- Title 1
- MHP- Mental Health provider supports students who have counseling minutes on their IEP and assists them with the development of coping strategies for handling conflict and stresses they are facing.
- Speech Therapists support students via push in and pull out services to meet their IEP needs.
- Special Education (RNC, Resource, MAE, Mild Moderate)
- Gifted students in grades 3rd-5th participate in academic gifted. They receive their core math and ELA instruction from the gifted teacher performing above grade level expectations for 225 minutes 5 days per week.
- 2nd grade identified gifted students receive enrichment instruction from the gifted teacher for a total of 240 minutes weekly.
- Kids in Transition (KIT) provides services for students who are identified as homeless.

Resources needed:

- computers
- tablets
- dry erase boards
- dry erase markers
- paper
- manipulatives
- pens
- pencils
- crayons
- ink
- color paper
- marker
- glue
- clipboards
- laminating film

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

Resources needed:

-

Budgets used to support this activity:

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

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

- Please complete, if applicable.

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

7. COUNSELING SERVICES

Abney Elementary 2021-2024

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):

- The mental health provider will provide student support to help improve the academic achievement of students by helping students to develop coping strategies that will assist in conquering conflicts and life stressors.
- The mental health provider will assist students in increasing focus on their academic assignments -while in class- in an effort to overcome life's obstacles and improve their academic performance.

Resources needed:

Mental Health Professional
Mental Health support strategies for students
Grouping and instructional supplies
Sensory Overlay
Computer

Services Provided by Counselor(s):

- The school counselor will provide character building and social skills support/instruction (individual or small group) to aid students in increased social adaptation.
- The school counselor serves on the PBIS team and supports implementation of PBIS strategies.
- The school counselor holds a variety of small group counseling focusing on peer relations, conflict resolution, and social interactions.
- The school counselor will support the school wide discipline goals by supporting social skills development with students and providing strategies for students in need.

Resources needed:

School Counselor
Counseling support strategies for students
Grouping and instructional supplies
Sensory Items
Color Overlay
Computer

Budgets used to support this activity:

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

Team Reflection:

8. TRANSITION ACTIVITIES

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

- *coordinating supports at key transition points and preparing students for successful transition within the PK-12 system and beyond;*

Abney Elementary 2021-2024

- *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:

- Tours are conducted on an as-needed basis for new families to familiarize them with our campus and answer any questions they may have.
- Abney Early Childhood students come to tour the campus at the end of every school year.
- Collaboration between the principals of Abney Early Childhood, Abney Elementary, and the Special Education Coordinators take place quarterly to ensure a smooth transition for all special education students.
- Collaboration between the principals of Abney Elementary, St. Tammany Jr. High, and the Special Education Coordinators take place at the end of the school year to ensure a smooth transition for all special education students.
- Transition meetings are held with schools within our district that are transitioning special education students to our school. This collaboration meeting includes the current special education teacher, the receiving special education teacher, principals from both schools, as well as the parent of the student.
- 5th grade students complete a school tour and informational meeting of St. Tammany Jr. High in May to familiarize themselves with their new campus. Parents are invited on this tour to get answers and questions.

Resources needed:

- paper
- ink

Parent and Family Engagement Activity:

- Bump Day:
 - This day will be devoted to helping students in all grade levels with the transition into each grade level for the following year. This event will be held in May each year.
 - Each grade level of students will “bump” to the next grade level to experience grade level expectations for the upcoming school year.
 - Parents will be invited, via ZOM if needed, to attend classes in the following grade level to experience grade level expectations as well as policies and procedures.

Resources needed:

- paper
- cardstock
- folders
- substitutes

Participation Results:

Abney Elementary 2021-2024

Feedback from Parents/Families:

Budgets used to support this activity:

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

9. PROFESSIONAL LEARNING COMMUNITIES

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

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

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

- PLCs are comprised of both regular education and “students with exceptionalities” teachers who teach the same grade level and content area
- An administrator and/or instructional coach serves as a team member as well

Resources needed:

Please complete, if applicable.

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

- PLC teams meet weekly during a one-hour double-planning period held within the school day
- PLC meetings focus on the “Four PLC Questions” which enable teachers to effectively analyze and respond to 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													

Middle of the Year Reflection/Areas for Improvement:

End of the Year Feedback from Teachers:

Areas for Improvement:

10. OTHER PROFESSIONAL DEVELOPMENT

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

Other Professional Development:

- Best Practices in Instruction provided within the PLC setting
- District-wide professional development provided throughout the school year
- Curriculum specialists working within specific curricular areas designated for support

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

- Both the ELA and Math Instructional coaches will provide job-embedded professional development through coaching cycles with teachers working within the areas designated for growth in this plan. Stephanie Purser will focus on third grade math major content area and grow the students by one percent in the 2021-2022 school year. Hallianne Taylor will focus on third grade written expression and will grow the students by one percent in the 2021-2022 school year.
- Coaching Cycles will consist of lesson modeling, co-teaching and co-planning, instructional data collection for the purpose of teacher improvement, and implementation of best instructional practices, and student work analysis.

Resources needed:

Please complete, if applicable.

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:

End of the Year Feedback from Teachers:

Possible PD needs for next school year:

11. SCHOOL ADVANCEMENT PLANNING

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

- Evaluation results are reported to Faculty/Staff during our first faculty meeting of the year. Parent/Families are presented with the results at Open House. Community members are able to view the evaluation through Abney’s website.

Describe how and when the evaluation results of the school-wide plan are reported to the school’s stakeholders (faculty, staff, parents/families, and community members):

- The SAP is monitored by administration as well as the SAP committee members by meeting quarterly (or more if needed) to review data. Data is also reviewed during PLC meetings between admin and teachers to ensure the practices and strategies included in the SAP are being implemented.

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 committee meets quarterly, or more often if need arises, to assess whether the programs outlined in the SAP are on track or if adjustments need to be implemented.

2021-2024 Committee Members

<p align="center"><u>School-wide Planning Committee</u> Responsible for developing, monitoring, revising, and evaluating</p>	<p align="center"><u>Parent/Family Engagement Committee</u> Responsible for the implementation of the PFE activities</p>
<p>Members Include:</p> <ul style="list-style-type: none"> • Administrator: Shaneika Sanders • AP: Toni Tanner Castillo • Teacher: April Rodriguez 	<p>Members Include:</p> <ul style="list-style-type: none"> • Administrator: Shaneika Sanders • AP: Toni Tanner Castillo • Teacher: April Rodriguez

Abney Elementary 2021-2024

<ul style="list-style-type: none">● Teacher: Natalie Narcisse● Teacher: Christine Magnuson● Parent/Family:● Parent/Family:● Community Member:	<ul style="list-style-type: none">● Teacher: Natalie Narcisse● Teacher: Christine Magnuson● Parent/Family:● Parent/Family:
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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