

**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 8<sup>th</sup> 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%			
1 <sup>st</sup>	74%			
2 <sup>nd</sup>	80%			
3 <sup>rd</sup>	59%			

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			

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1 <sup>st</sup>						
2 <sup>nd</sup>						
<b>Instructional Focus:</b> <ul style="list-style-type: none"> <li>Phonological awareness: Demonstrate understanding of spoken words, syllables, and sounds (RF.K.2 and RF.1.2)</li> <li>Phonics: Know and apply grade-level phonics and word analysis skills in decoding words (RF.3)</li> </ul>				<b>Resources needed:</b> Amplify Instruction Amplify Reading ARC Bookshelf IRLA manual and IRLA data targets IRLA Foundational Skills Toolkit	<b>Team Reflection:</b>	
<b>Parent and Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>Parent/Caregiver Information Video on Website:               <ul style="list-style-type: none"> <li>Activity: Show parents and students how to navigate Amplify Reading</li> <li>Activity: Read books using ARC Bookshelf and engage in extension activities</li> </ul> </li> <li>Send information home with e-newsletter:               <ul style="list-style-type: none"> <li>Activity: Phonological awareness and phonics stations</li> <li>Activity: Family Literacy Engagement: LDOE has provided engaging parental involvement activities for home and school. <a href="http://www.louisianabelieves.com/resources/library/literacy-library">www.louisianabelieves.com/resources/library/literacy-library</a></li> </ul> </li> <li>Send information home about student progress in IRLA that includes ideas of how parents can help their child at home.</li> <li>Send <i>Home Connect</i> newsletter, which is located in Amplify, three times a year which summarizes DIBELS benchmark results.</li> </ul>				<b>Resources needed:</b> Amplify Instruction Amplify Reading ARC Bookshelf IRLA manual and IRLA data targets IRLA Foundational Skills Toolkit	<b>Number of Participants:</b>  <b>Summary of Parent Feedback/Exit Tickets/Survey:</b>	
<b>Professional Development:</b> <ul style="list-style-type: none"> <li>how to analyze DIBELS data and select appropriate lessons in Amplify Instruction to maximize growth</li> <li>how to analyze IRLA data to maximize rate of reading growth</li> </ul>				<b>Resources needed:</b> Amplify Instruction Amplify Reading ARC Bookshelf	<b>Feedback from Teachers:</b>	

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<ul style="list-style-type: none"> <li>● Planning phonological awareness and phonics differentiated activities</li> <li>● Deepen teachers’ understanding of word knowledge by teaching phonics rules through the <i>STPSS Word Study Guide</i></li> </ul>	IRLA manual and IRLA data targets IRLA Foundational Skills Toolkit <i>STPSS Word Study Guide</i>	
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● Instructional Coach- provide support with foundational skills planning, analyze DIBELS benchmark and progress monitoring and IRLA data with teachers.</li> <li>● Instructional Coach- model foundational skills lessons</li> <li>● Curriculum Specialist to provide support teachers with PD and observation feedback</li> <li>● PLCs will focus on: analyzing student reading growth using Amplify; analyzing student growth in IRLA; plan for small group foundational skills instruction</li> </ul>		

**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												

<p><b>Monitoring and Evaluating</b></p>	
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● DIBELS 8 benchmark assessments (BOY, MOY, EOY)</li> <li>● DIBELS 8 Progress Monitoring (<i>Below Benchmark</i> every 4 weeks, <i>Well Below Benchmark</i> every 2 weeks)</li> <li>● IRLA initial assessment</li> <li>● IRLA tracking</li> </ul>	<p><b>Observations:</b></p> <ul style="list-style-type: none"> <li>● Administrators will conduct an observation of every K-2 ELA classroom throughout the school year.</li> <li>● Administrators and ILT Team will conduct learning walks throughout the year looking for specific evidence regarding foundational skills instruction.</li> <li>● Administrators will attend PLC meetings to ensure discussions and data are targeted to areas of focus.</li> </ul>
<p><b>Middle of the Year Monitoring Results/Areas for improvement:</b></p>	
<p><b>End of the Year Results:</b></p>	

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**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	*			
1st	*			
2nd	*			
3rd	54%	59%	64%	70%

**Instructional Focus:**

- 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)

**Resources needed:**

Great Minds Curriculum  
Resources: inSync, Equip, Navigator, Affirm/Edulastic

District Resources within Guaranteed Curriculum/Google Classrooms

Louisiana Believes State Planning Documents

**Team Reflection:**

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<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Curriculum Based Parental Support Letters to support at-home learning</li> <li>● Parent Information Video demonstrated access to online programs for home support</li> <li>● LDOE Parent Support Information</li> </ul>	<p><b>Resources needed:</b></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><b>Number of Participants:</b></p> <p><b>Summary of Parent Feedback/Exit Tickets/Survey:</b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● 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), &amp; MP.6 Attend to precision)</li> <li>● Eureka Equip Virtual Training</li> <li>● Orchestrating and Facilitating 5 Practices for Productive Mathematical Discourse</li> <li>● Precision in Mathematical Language</li> <li>● Examining Mistakes/Misconceptions for Effective Feedback</li> </ul>	<p><b>Resources needed:</b></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><b>Feedback from Teachers:</b></p>
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Curriculum Specialist provides specific PD based on goal identified/follow up support</li> <li>● Curriculum Specialist support to Content Leaders &amp; Math Instructional Coach Support</li> </ul>	<p>Louisiana Believes State Planning Documents</p>	

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- Instructional Coach- Model lessons to support productive math discussions and strategies for delivering effective feedback and analysis of student work

**Budgets used to support this activity:**

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

**Monitoring and Evaluating**

**Assessments:**

- EOY: 3<sup>rd</sup> 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

**Observations:**

- 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.

**Middle of the Year Monitoring Results/Areas for improvement:**

**End of the Year Results:**



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**Goal #3**

Writing/Writing Expression: From Spring 2021 to Spring 2024, the percentage of 3<sup>rd</sup> grade students in each grade achieving Strong (Mastery and Above) on the 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 <sup>rd</sup>	52%	58%	64%	70%

**Instructional Focus:**

- Writing within Guidebooks (Daily Writing and Unit Tasks Writing)
- Evidenced-Based Writing
- Types of Writing
- Analyzing Student Writing

**Resources needed:**

The Writing Revolution book and website

STPPS The Writing Revolution Google Classroom

GB Grammar Guide (grade level writing samples)

GB Writing Guide

GB Language Tasks/Mentor Sentences

**Team Reflection:**

**Parent and Family Engagement Activity:**

- Information on The Writing Revolution strategies to use at home
- Letter writing activity with family members
- The Writing Revolution parent informational letters to help support writing at home

**Resources needed:**

The Writing Revolution book and website

STPPS The Writing Revolution Google Classroom

GB Grammar Guide (grade level writing samples)

**Number of Participants:**

**Summary of Parent Feedback/Exit Tickets/Survey:**

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	GB Writing Guide  GB Language Tasks/Mentor Sentences	
<b>Professional Development:</b> <ul style="list-style-type: none"> <li>Using the Writing Rubric and the Modified Writing Rubric</li> <li>Lesson Planning for Writing within Guidebooks</li> <li>The Writing Revolution Overview</li> <li>The Writing Revolution Focus on Specific Strategies</li> <li>Four Strategies for Effective Learning (focus on writing)</li> </ul>	<b>Resources needed:</b> The Writing Revolution book and website  STPPS The Writing Revolution Google Classroom  GB Grammar Guide (grade level writing samples)  GB Writing Guide  GB Language Tasks/Mentor Sentences	<b><u>Feedback from Teachers:</u></b>
<b>Follow Up and Support:</b> <ul style="list-style-type: none"> <li>PLCs will focus on</li> <li>planning for writing instruction (within GB lessons/unit)</li> <li>using common assessments to evaluate writing and TWR strategies</li> <li>analyzing student writing using the writing rubric</li> <li>tracking student writing</li> <li>Curriculum Specialist support with PD and observation feedback</li> <li>Instructional Coach- Model writing lessons</li> </ul>		

**Budgets** used to support this activity:

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

**Monitoring and Evaluating**

**Assessments:**

- EOY: LEAP 2025
- Progress Monitoring: LEAP 360 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

**Observations:**

- One administrator will conduct an observation of every 3<sup>rd</sup> 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.

**Middle of the Year Monitoring Results/Areas for improvement:**

**End of the Year Results:**

### 3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

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

#### DISCIPLINE

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

#### Goal #1 (Discipline):

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by 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):

- 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

#### Tier 2 (Targeted Prevention):

- Calming corners, calming boxes, sensory rooms, check in check out, breakfast or lunch small groups, parent conferences
- Triad of Instruction:
- Targeted social skills instruction

#### Resources needed:

Second Steps  
Classroom Management Plan  
PBIS Refresher Materials  
Character Education Lessons

#### Team Reflection:

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<ul style="list-style-type: none"> <li>● Student specific reinforcement system</li> <li>● Peer Based Supports</li> <li>● Behavior Contracts</li> <li>● Mental Health Counseling Services Individual and Group</li> <li>● Classroom Groups</li> <li>● Small group counseling groups</li> <li>● Check in/Check out</li> </ul>		
<p><b>Tier 3 (Intensive Individual):</b></p> <ul style="list-style-type: none"> <li>● Tier 3 (Intensive Individual): referrals to wrap around community supports, home/school plans to improve relationships and create proactive plans</li> <li>● Triad of Instruction:</li> <li>● FBA &amp; BIP</li> <li>● Safety Plan</li> <li>● Daily, explicit social skill instruction</li> <li>● Crisis Intervention Plans</li> <li>● Mental Health Counseling Services Individual and Group</li> <li>● Crisis Intervention Services</li> <li>● CSoC (Coordinated System of Care wrap-around referral)</li> <li>● FINS (Families in need of services referral)</li> </ul>		
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Home/School Connection Information sent out periodically via the weekly PTA newsletter</li> <li>● Link on school website with pertinent counselor information</li> <li>● Character Awards linked to monthly character lessons</li> <li>● One on one discussions with counselors and MHPs focusing on student specific strategies</li> </ul>	<p><b>Resources needed:</b> Schedule time to plan, develop and collaborate-set times to conduct data reviews, team staffing, parent engagement activities, observations, etc.</p>	<p><b><u>Participation Outcome:</u></b>  <b><u>Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Adult Wellness-Self Care</li> <li>● Stress management</li> <li>● Classroom Management Plan</li> <li>● PBIS Mini-Lesson Refreshers</li> <li>● Calming Corners Refreshers</li> <li>● One on one discussions with counselors, MHP, and admin team for student/teacher specific strategies</li> </ul>	<p><b>Resources needed:</b> Schedule time to plan, develop and collaborate-set times to conduct data reviews, team staffing, parent engagement activities, observations, etc.</p>	<p><b><u>Feedback from Teachers:</u></b></p>

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<b>Follow Up and Support:</b> <ul style="list-style-type: none"> <li>● Behavior Coach-Social Emotional Google Classroom and Classroom Management Plan</li> <li>● Classroom Observations-Proactive Classroom Management plans</li> <li>● Coaching</li> <li>● Weekly team staffing</li> </ul>															
<b>Budgets used to support this activity:</b>															
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	
	X														
<b>Data used to Monitor and Evaluate Goal:</b> <ul style="list-style-type: none"> <li>● 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.</li> <li>● School Climate: CLASS observation, PBIS/Safety meeting minutes, 1:1 discussions</li> </ul>															
<b>Middle of the Year Monitoring Results/Areas for Improvement:</b>															
<b>End of the Year Results:</b>															

<b>STUDENTS WITH EXCEPTIONALITIES</b> <ul style="list-style-type: none"> <li>● <i>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. (<a href="http://goalbookapp.com">UDL Strategies - Goalbook Toolkit (goalbookapp.com)</a>)</i></li> </ul>			
<b>Goal #2 (SWE):</b> From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by ___ points each year as follows:			
2020-2021 SPS	2021-2022 SPS	2022-2023 SPS	2023-2024 SPS
<b>Describe policies and practices to identify disabilities early and accurately:</b> <ul style="list-style-type: none"> <li>● DRDP</li> <li>● Literacy Screener (DIBELS 8<sup>th</sup>)</li> <li>● IRLA</li> <li>● Eureka Math Equip</li> </ul>			<b>Team Reflection:</b>

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<ul style="list-style-type: none"> <li>● Grades</li> <li>● Attendance</li> <li>● Teacher observations and data</li> <li>● Early Intervention Services</li> <li>● Home Language Survey</li> <li>● LA Residency Questionnaire</li> </ul>		
<p><b>Describe structures to increase collaboration amongst general and special education teachers:</b></p> <ul style="list-style-type: none"> <li>● All SWE teachers are included in PLCs and PD with regular education teachers</li> <li>● SWE and regular education teachers collaborate during planning periods regarding curriculum and student specific strategies</li> <li>● All PD is available to regular education and SWE teachers.</li> </ul>	<p><b><u>Team Reflection:</u></b></p>	
<p><b>Supports and Strategies in Tier 1 (Core Instruction):</b></p> <ul style="list-style-type: none"> <li>● IRLA, Ready Gen, Guidebooks, Unique Learning and News 2 You (Moderate, Severe, RNC), Amplify Reading, The Writing Revolution, Eureka Math, Eureka In Sync, Eureka Equip, Eureka Affirm</li> </ul>	<p><b>Resources needed:</b> GB -Diverse Learners Guide/ Supports Flow Chart</p>	<p><b><u>Team Reflection:</u></b></p>
<p><b>Supports and Strategies in Tier 2 (Targeted Prevention):</b></p> <ul style="list-style-type: none"> <li>● Amplify Instruction, IRLA, S.P.I.R.E (Pilots), Project Read (Small Group), Fast ForWord, Guidebook Support, Eureka Equip, Zearn (Small Group)</li> </ul>	<p>ReadyGen – Scaffolded Strategies Handbook Great Minds Curriculum Resources- inSync, Equip, Navigator, Affirm/Edulastic</p>	
<p><b>Supports and Strategies in Tier 3 (Intensive Individual):</b></p> <ul style="list-style-type: none"> <li>● Amplify Instruction, IRLA, Project Read (Small Group), PCI (Moderate, Severe, RNC), Eureka Equip, Zearn (Small Group)</li> </ul>	<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</p>	

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	Writing Revolution book and website	
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● District Family Informational Fair</li> <li>● Send information home about student progress in IRLA that includes ideas of how parents can help their child at home.</li> <li>● Send <i>Home Connect</i> newsletter, which is located in Amplify, three times a year which summarizes DIBELS benchmark results.</li> </ul>	<p><b>Resources needed:</b></p> <p>Guidebooks -Diverse Learners Guide/ Supports Flow Chart</p> <p>ReadyGen – Scaffolded Strategies Handbook 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><b><u>Participation Outcome:</u></b></p> <p><b><u>Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● 4 Strategies of Effective Learning</li> <li>● Using the Writing Rubric and the Modified Writing Rubric</li> <li>● Lesson planning/unit planning for Guidebooks</li> <li>● The Writing Revolution Overview and focus on specific strategies</li> <li>● Project Read – Phonics</li> <li>● Amplify</li> </ul>	<p><b>Resources needed:</b></p> <p>Guidebooks -Diverse Learners Guide/ Supports Flow Chart</p> <p>ReadyGen – Scaffolded Strategies Handbook</p>	<p><b><u>Feedback from Teachers:</u></b></p>

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<ul style="list-style-type: none"> <li>● Ready Gen</li> <li>● Zearn</li> <li>● Eureka Math, In Sync, Affirm, Equip</li> <li>● DIBELS</li> <li>● IRLA</li> <li>● Unique Learning/News 2 You</li> <li>● Discovery Education</li> <li>● Accountable talk/mathematical discussions</li> <li>● SER, FBA, BIP trainings</li> <li>● Monthly SWE consultants meetings</li> </ul>	<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><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● Leadership Team (Administrators, Content Leaders, Instructional Coaches, Curriculum Specialists, Interventionists, SWE Consultants)             <ul style="list-style-type: none"> <li>● Model lessons - Instructional Strategies, pedagogy and scaffolding</li> <li>● Purposeful planning for student tracking toward progress of identified standards and/or IEP goals.</li> <li>● Analyzing assessments, feedback and next steps</li> <li>● Walk Through and Look fors</li> </ul> </li> </ul>		

**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:**

**End of the Year Results:**



**Mandeville Elementary 2021-2024**

<p><b>ENGLISH LEARNERS</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Consider verbally interpreting: registration &amp; 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.</li> </ul>		
<p><b>Goal #3 (English Learners):</b>                  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.</p>		
<p><b>Supports and Strategies in Tier 1 (Core Instruction):</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Grades K - 6: full English language immersion with push-in support</li> </ul>	<p><b>Resources needed:</b>                  EL Outreach documents for families, i.e., Provide school information in parents' native language, Robocalls, and Summer Learning Brochure</p>	<p><b>Team Reflection:</b></p>
<p><b>Supports and Strategies in Tier 2 (Targeted Prevention):</b>                  Programs include:</p> <ul style="list-style-type: none"> <li>Amplify</li> <li>Fast ForWord</li> <li>IRLA (supplement to core classroom instruction)</li> </ul>		
<p><b>Supports and Strategies in Tier 3 (Intensive Individual):</b>                  If the student does not show significant gains, the teacher implements and tracks the student's progress with Tier III interventions as long as needed (for a minimum of 20 school days). If the interventions are unsuccessful, the SBLC with input from the Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation.                  Programs include:</p> <ul style="list-style-type: none"> <li>Project Read</li> <li>IRLA (supplement to core classroom instruction)</li> <li>Amplify</li> </ul>		
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>Intentional efforts to welcome EL families into the schools, i.e.:</li> <li>Informational letter translated to direct parents to online educational tools (parent information videos, LDOE website, etc.)</li> <li>Additional resources to supplement learning at home</li> <li>Administration works with IT to obtain internet hotspots for EL families in need</li> </ul>	<p><b>Resources needed:</b>                  EL Outreach documents for families, i.e., Provide school information in parents' native language, Robocalls, and Summer Learning Brochure</p>	<p><b>Participation Outcome:</b></p> <p><b>Parent Feedback/Exit Tickets/Survey:</b></p>

**Mandeville Elementary 2021-2024**

<b>Professional Development:</b> <ul style="list-style-type: none"> <li>● Identification of ELs and language proficiency levels - differentiating instruction</li> <li>● Understanding and using LEP accommodations effectively</li> <li>● SBLC considerations for English language learners (environmental, language and cultural)</li> </ul>		<b>Resources needed:</b> EL Outreach documents for families, i.e., Provide school information in parents' native language, Robocalls, and Summer Learning Brochure	<b>Feedback from Teachers:</b>											
<b>Follow Up and Support:</b> <ul style="list-style-type: none"> <li>● EL Team (Elena Dieck and Lynn Upchurch, EL teachers and EL instructional aides on campus, Math and ELA district coaches)</li> <li>● Whole classroom observations</li> <li>● Small group observations (based on previous ELPT achievement scores)</li> <li>● EL Team (Elena Dieck and Lynn Upchurch) Presentation/ Q &amp; A during PLCs</li> <li>● ESL Integration Specialist meets with classroom teacher upon request to provide interventions for the classroom</li> </ul>														
<b>Budgets used to support this activity:</b>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													
<b>Data used to Evaluate Goal:</b> <ul style="list-style-type: none"> <li>● ELPS screeners to begin services; initial ELPS screener for new students to the state of Louisiana</li> <li>● ELPT - administered every February</li> <li>● LEAP/ LEAP Connect</li> </ul>														
<b>Middle of the Year Monitoring Results/Areas for Improvement:</b>														
<b>End of the Year Results:</b>														

## 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:**

## 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 8<sup>th</sup> 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
- 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
- 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:**

**Mandeville Elementary 2021-2024**

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													X
<b>Resources Needed to Support Interventions:</b> <ul style="list-style-type: none"> <li>● Access to web-based programs</li> <li>● Materials that support specific programs</li> </ul>														
<b>Middle of the Year Monitoring Results:</b>														
<b>End of the Year Results:</b>														

## 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. 21<sup>st</sup> 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:

### End of the Year Results:

## 7. COUNSELING SERVICES

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

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<p><b>Services Provided by Mental Health Provider(s):</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul>	<p><b>Resources needed:</b></p> <p>Materials to maintain uniform calming spaces in all general education and special classes.</p> <p>Therapeutic games, bibliotherapy books, therapeutic art supplies, and sensory toys to provide individual and small group sessions.</p>													
<p><b>Services Provided by Counselor(s):</b></p> <ul style="list-style-type: none"> <li>● Identify issues affecting school performance, ex. absenteeism</li> <li>● Address social, emotional and behavioral problems</li> <li>● Help students develop skills needed for academic success</li> <li>● Counsel individuals and small groups</li> <li>● Assess students’ abilities and interests</li> <li>● Help students achieve academic goals</li> <li>● Design and implements guidance lessons</li> <li>● Prepare students for the transition to middle school</li> <li>● Intervene during crisis situations and participates on school crisis team</li> <li>● Assess student needs and makes referrals to appropriate social agencies and community agencies</li> <li>● Serve as an SBLC committee member</li> <li>● Conduct behavioral and social observations</li> <li>● Facilitate dyslexia screener</li> <li>● Consult with parents and teachers</li> </ul>	<p><b>Resources needed:</b></p> <p>Second Steps Discipline Data Behavioral Health Resources Mental Health Inventory Scales and Inventories</p>													
<p><b>Budgets</b> 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><b>Team Reflection:</b></p>														

## 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:**

- 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:**

**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													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:**

**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:**

- 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:**

**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):**

- 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).

**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):**

- 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.

**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:**

- School-wide committee will meet once per semester to in-person or virtually, pending current safety protocols

### 2021-2024 Committee Members

#### School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

Members Include:

- **Administrator:** Chantelle Smith
- **Teacher:** Brian Fussell
- **Teacher:** Kristi Tanguis
- **Counselor:** Miriam Pecot
- **Parent/Family:** Emily Brown
- **Community Member:** Melissa Laterrade

#### Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

Members Include:

- **Administrator:** Chantelle Smith
- **Teacher:** Brian Fussell
- **Teacher:** Kristi Tanguis
- **Teacher:** Michelle Krennerich
- **Parent/Family:** Emily Brown
- **Parent/Family:** Kali McClaskey

## 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