

2021-2024
SCHOOL ADVANCEMENT PLAN

Little Pearl Elementary



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

1. COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS	WEAKNESSES
On the 2020-2021 Kindergarten DIBELS 8th End of Year Assessment, 67% scored Above Benchmark (29%) or At Benchmark (38%) which is a 49% increase from the beginning of the year.	On the 2020-2021 Kindergarten DIBELS 8th Beginning of Year Assessment, 82% scored Below Benchmark (20%) or Well Below Benchmark (62%).
On the 2020-2021 Kindergarten Math Readiness Assessment, 85% of students scored Mastery in 2-D shape identification.	In the Counting and Cardinality Domain on the 2020-2021 Kindergarten Math Readiness Assessment, 41% of students scored Mastery.
In the 2020-2021 school year, there were 2 discipline referrals, which represents 1.96% of the student population.	In 2020-2021, all discipline referrals took place in the classroom setting.
In the 2020-2021 school year, 98% of Kindergarten students grew 2 or more levels in IRLA.	In the 2020-2021 school year, 53% of Kindergarten students were below grade level in IRLA.
In the 2020-2021 school year, Little Pearl Pre-K and Kindergarten teachers achieved a highly proficient rating in CLASS with an average overall score of 5.93.	In the 2020-2021 school year, Little Pearl Pre-K and Kindergarten teachers obtained the lowest average score in the CLASS Instructional Support Domain with an average score of 4.68.
	On the 2020-2021 End of Year District Writing Task, 69% of kindergarten students scored in the non-proficient ranges.

2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

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

Goal #1: From Spring 2021 to Spring 2024, Kindergarten students will increase reading achievement by increasing the percentage of students At or Above Benchmark on DIBELS 8th by 6 % points each year as follows:

Grade Level	2021 EOY %	2022 EOY % Goal	2023 EOY % Goal	2024 EOY % Goal
Kindergarten	67%	73%	79%	85%

Instructional Focus:

2021-2022:

- Phonological Awareness: Demonstrate understanding of spoken words, syllables and sounds (RF.K.2 and RF.K.1)
- Phonics: Know and apply grade level phonics and word analysis skills in decoding words (RF.K.3)

2022-2023:

2023-2024:

Resources needed:

- Amplify Reading
- Amplify Instruction
- Chromebooks

Team Reflection:

Parent and Family Engagement Activity:

- DIBELS 8th and MClass Home Connect Letter (Parent Family Engagement #1 Zoom Meeting-2 sessions 9:30-10:00 a.m. and 2:00-2:30 p.m.)
 - Activity: Join Zoom Meeting
 - Activity: TRT presents information regarding DIBELS 8th assessment and MClass Home Connect Newsletter
 - Activity: Question and Answer Session

Resources needed:

- Paper
- Printer Ink
- Copier
- Amplify Home Connect PDF File

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

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<p>Send Home Connect newsletter, located in Amplify, three times a year which summarizes DIBELS 8th benchmark results.</p> <ul style="list-style-type: none"> ● Literacy Trunk or Treat (Parent Family Engagement #2- 5:00-7:00 p.m.) <ul style="list-style-type: none"> ○ Activity: Print Caregiver letter from Amplify Reading ○ Activity: Provide books for reading engagement and extension activities at home ○ Activity: Phonological Awareness and Phonics Activities ● Mardi Gras Home Family Project (Parent Family Engagement #5) <ul style="list-style-type: none"> ○ Activity: Read story <u>Beads on Trees</u> to the students at school ○ Activity: Students will participate in a Mardi Gras Parade at school ○ Activity: Provide families with a YouTube link of a faculty member reading the book ○ Activity: Families and Students will complete a collaborative project that incorporates literacy (text-picture connections), writing (text to self connection) and math (counting/graphing) ● Easter Bonnet Parade/Summer Slide Presentation (Parent Family Engagement #6) <ul style="list-style-type: none"> ○ Activity: Provide families with information on the Summer Slide ○ Activity: Provide families with books/activity packets to use for summer reading 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Plain Paper ● Primary Colored Paper ● Printer Ink ● Copier ● Student Books ● <u>Beads on Trees</u> books for teachers ● Summer Slide Packets 	
<p>Professional Development:</p> <ul style="list-style-type: none"> ● How to analyze DIBELS data and select appropriate lessons in Amplify Reading Instruction to maximize growth (Principal and TRT) ● Planning phonological awareness and phonics differentiated activities (Instructional Coach during PLC) 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Pocket Chart ● Card Stock 	<p><u>Feedback from Teachers:</u></p>

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<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Instructional Coach: provide support with foundational skills planning, analyze DIBELS 8th benchmark and progress monitoring and IRLA data with teachers (during PLC) ● Color Coded Chart- Represents student DIBELS 8th levels. This will be modified as student levels change throughout the year. 	
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Budgets used to support this activity:

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

Monitoring and Evaluating

<p>Assessments:</p> <ul style="list-style-type: none"> ● IRLA Tracking ● DIBELS 8th Benchmark (BOY, MOY, EOY) ● DIBELS 8th Progress Monitoring Data (Below Benchmark every 4 weeks, Well Below Benchmark every 2 weeks, At Benchmark and Well Above Benchmark every 8 weeks) 	<p>Observations:</p> <ul style="list-style-type: none"> ● The administrator (or the Instructional Leadership Team) will visit every Pre-K and Kindergarten ELA classroom during foundational skills instruction at least once a month to conduct a snapshot.
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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 achieving proficiency in on the end of the year District Writing Task will increase by 6 % points each year as follows:

Grade Level	2021 EOY %	2022 EOY % Goal	2023 EOY % Goal	2024 EOY % Goal
Pre-K	-----			
Kindergarten	69%	75%	81%	87%

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<p>Instructional Focus:</p> <p>2021-2022:</p> <ul style="list-style-type: none">● Pre-K Language and Literacy Development-Writing: Develop familiarity with writing implements, conventions, and emerging skills to communicate through representations, symbols and letters (LL7)● Kindergarten Writing-Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic (K.W.2) <p>2022-2023:</p> <p>2023-2024:</p>	<p>Resources needed:</p> <ul style="list-style-type: none">● Rubric● Curriculum (OWL and ReadyGEN)● District Created Writing and Literacy Google Classroom Materials● Writing Journals● Printer● Printer Ink● Paper● Laminating Film● Copier● Laminated Sentence Strips● Chart Paper● Poster Maker● Drawstring Bags● Flashcards● Removable Correction Tape● Writing Paper● Story Paper	<p>Team Reflection:</p>
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<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Literacy Trunk or Treat (Parent Family Engagement #2- 6:00-8:00 p.m.) <ul style="list-style-type: none"> ○ Activity: Provide Informational “Look-Fors” for early childhood foundational writing ○ Activity: Provide End of Year Writing Rubrics for Kindergarten and Pre-K ○ Activity: Foundational Writing Activities ● Mardi Gras Home Family Project (Parent Family Engagement #5) <ul style="list-style-type: none"> ○ Activity: Read story <u>Beads on Trees</u> to the students at school ○ Activity: Students will participate in a Mardi Gras Parade at school ○ Activity: Provide families with a YouTube link of a faculty member reading the book ○ Activity: Families and Students will complete a collaborative project that incorporates literacy (text-picture connections), writing (text to self-connection) and math (counting/graphing) 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Plain Paper ● Primary Colored Paper ● Printer Ink ● Copier ● Pencils 	<p>Number of Participants:</p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● How to analyze foundational writing by utilizing a writing rubric in Pre-K and Kindergarten (Principal, TRT, and Instructional Coach during PD days and PLC) ● Utilizing the Pre-K Writing Google Classroom and the Kindergarten Literacy Resources Google Classroom (Instructional Coach during PLC) 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Rubric ● Student Writing Samples ● Chromebooks ● District Created Google Classrooms for Writing and Literacy 	<p><u>Feedback from Teachers:</u></p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Instructional Coach, Principal, TRT: provide support with foundational writing by analyzing student writing samples (during PLC) ● Instructional Coach, TRT, Instructional Learning Team (ILT): Provide teachers with instructional support in the classroom through Interactive Writing (during PLC, ILT walkthroughs) 		
<p>Budgets used to support this activity:</p>		

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

Monitoring and Evaluating

Assessments:

- Kindergarten: District Writing Task (BOY, MOY, EOY)
- Pre-K: District Writing Task (BOY, MOY, EOY)

Observations:

- The administrator (or the Instructional Leadership Team) will visit every Pre-K and Kindergarten ELA classroom during writing instruction at least once a month to conduct a snapshot.

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 achieving proficiency in the Counting and Cardinality domain on the Kindergarten District Assessment will increase by 6 % points each year as follows:

Grade Level	2021 EOY % Proficient	2022 EOY % Proficient Goal	2023 EOY % Proficient Goal	2024 EOY % Proficient Goal
Pre-K	-----			
Kindergarten	70%	76%	82%	88%

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<p>Instructional Focus: 2021-2022: Pre-Kindergarten:</p> <ul style="list-style-type: none"> ● Mathematics: Understand numbers, ways to represent numbers, and relationships between number quantities (CM1) <p>Kindergarten:</p> <ul style="list-style-type: none"> ● Number Identification: Know number names and the count sequence. (K.CC.3) ● Counting to 100: Know number names and the count sequence (K.CC.1) ● One to One Correspondence: Count to tell the number of objects. (K.CC.4) <p>2022-2023:</p> <p>2023-2024:</p>	<p>Resources needed:</p> <ul style="list-style-type: none"> ● District Created Assessments ● Curriculum (OWL and Eureka) ● District Created Pre-K Math Google Classroom Materials ● District Created Kinder Math Stations & Hands-On Activities Google Classroom Materials (coming fall 2021) ● Printer ● Printer Ink ● Paper ● Laminating Film ● Copier ● Sentence Strips (laminated and non-laminated) ● Chart Paper 	<p><u>Team Reflection:</u></p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Thanksgiving Experience STEAM (Parent Family Engagement #3 Zoom Meeting) <ul style="list-style-type: none"> ○ Activity: Provide families a take-home packet to reinforce Counting and Cardinality Math skills to enrich Math instruction using materials that are readily available at home and how to use Science concepts to reinforce Math skills ○ Activity: Student Math Stations centered around Counting and Cardinality Math skills 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Plain Paper ● Primary Colored Paper ● Printer Ink ● Copier ● Math Manipulatives 	<p><u>Number of Participants:</u></p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>

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<ul style="list-style-type: none"> ○ Activity: Integrated Student Math/Science Stations that use Science concepts to reinforce some Counting and Cardinality skills ● Winter Wonderland Math Event (Parent Family Engagement #4- 9:00-10:30, 10:45-12:15) <ul style="list-style-type: none"> ○ Activity: Provide families a take-home packet to reinforce strategies and activities to enrich Math instruction at home ○ Activity: Student Math Stations to reinforce Counting and Cardinality ● Mardi Gras Home Family Project (Parent Family Engagement #5) <ul style="list-style-type: none"> ○ Activity: Read story <u>Beads on Trees</u> to the students at school ○ Activity: Students will participate in a Mardi Gras Parade at school ○ Activity: Provide families with a YouTube link of a faculty member reading the book ○ Activity: Families and students will complete a collaborative project that incorporates literacy (text-picture connections), writing (text to self-connection) and math (counting/graphing) 		
<p>Professional Development:</p> <ul style="list-style-type: none"> ● How to analyze District Created Math Readiness Assessments (Principal and TRT) ● Planning Counting and Cardinality instruction in the classroom including work station activities (Principal and TRT) ● Zearn Overview PD (STPPS) 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Student Work Samples ● Chromebooks ● District Created Google Classrooms for Math 	<p>Feedback from Teachers:</p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Instructional Coach, Principal, TRT: provide support with counting and cardinality skills by analyzing student work samples (during PLC) ● Instructional Coach, TRT, Instructional Learning Team (ILT): Provide teachers with instructional support in the classroom (during PLC, ILT walkthroughs) 		

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Budgets used to support this activity:

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

Monitoring and Evaluating

Assessments:

- Kindergarten: District Math Assessment (BOY, MOY, EOY)
- Pre-K: District Created Math Assessment (BOY, MOY, EOY)

Observations:

- The administrator (or the Instructional Leadership Team) will visit every Pre-K and Kindergarten Math classroom during instruction at least once a month to conduct a snapshot.

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 0.25% points each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
%	%	%	%
1.96%	1.71%	1.46%	1.21%

Tier 1 (School wide):

Triad of Instruction:

- Second Steps
- Positive Classroom and School Culture
- District Classroom Management Plan
- PBIS
- Preventative Strategies

Resources needed:

- District Classroom Management Plan
- Second Steps Kits
- GEM-Tastic Notes from Graphic Arts

Team Reflection:

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<ul style="list-style-type: none"> ● Classroom MHP Lessons (social-emotional skills, coping skills, etc.) ● Brain Breaks ● GEM-tastics (Notes sent home recognizing students modeling Good Attitude, Enjoy Yourself and Make Somebody's Day) Expectations ● CHAMPO Boards ● Monthly Character Words and Classroom Lessons 	<ul style="list-style-type: none"> ● CHAMPO Boards ● Character Words ● Sentence Strips ● Copier ● Ink ● Printer ● Laminating Paper ● MHP schedule 	
<p>Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> ● Targeted Social Skills Instruction ● Sensory/Calming Boxes ● Cozy Corners ● Sensory Room ● Peer Buddies ● Parent Conferences <p>Triad of Instruction:</p> <ul style="list-style-type: none"> ● Individual Mental Health Counseling Services ● STAR Team: Starting Today Achieving Results (Check In/Check Out) ● GEM Assistant Student Jobs (Jobs around school with adult mentor) ● STAR Team Behavior Contract ● Student Specific Reinforcement System ● Calm Down Areas/Calming Boxes 		
<p>Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> ● FBA & BIP ● Safety Plan ● Crisis Intervention Plan ● Daily, Explicit Social Skills Instruction ● CSoC (Coordinated System of Care) Wrap-Around Referral ● FINS (Families in Need of Services Referral) 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Monthly MHP Zoom Parent Meetings (Parent Strategies) 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Paper ● Copier ● Ink ● Computer 	<p>Participation Outcome:</p> <p><u>Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Classroom Management Plan ● Conscious Discipline (Led by Behavior Coach) 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Google Form for Survey 	<p>Feedback from Teachers:</p>
<p>Follow Up and Support:</p>		

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<ul style="list-style-type: none"> ● Weekly Team Staffing ● District Early Childhood Behavior Workshop Google Classroom (Behavior Support) ● Survey school climate every nine weeks and provide follow up and support in areas of need 														
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:														
<ul style="list-style-type: none"> ● Discipline data will be reviewed every 9 weeks to determine the percentage of discipline referrals and the location with the most referrals ● School Climate Surveys- Google Form for Teachers and Paper Form for Students 														
Middle of the Year Monitoring Results/Areas for Improvement:														
End of the Year Results:														

STUDENTS WITH EXCEPTIONALITIES			
<ul style="list-style-type: none"> ● <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. (UDL Strategies - Goalbook Toolkit (goalbookapp.com))</i> 			
Goal #2 (SWE):			
From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by ___ points each year as follows:			
2020-2021	2021-2022	2022-2023	2023-2024
SPS	SPS	SPS	SPS
*Data will be entered upon LDOE release of SPS for SWE student group.			
Describe policies and practices to identify disabilities early and accurately:			Team Reflection:
<ul style="list-style-type: none"> ● Teacher analyzes data with assistance from Instructional Coach as needed 			

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<ul style="list-style-type: none"> ● Teacher concerns are brought to the Teacher Assistance Team (TAT) ● TAT reviews teacher concerns/data and provides assistance in implementing interventions ● If interventions are unsuccessful, student is referred to the School Based Learning Community (SBLC) ● SBLC reviews TAT data with the teacher and implements additional interventions for the student or refers the student to Pupil Appraisal 		
<p>Describe structures to increase collaboration amongst general and special education teachers:</p> <ul style="list-style-type: none"> ● Students with Exceptionalities Itinerant Teacher attends some PLC meetings with general education teachers to analyze data and provide guidance and assistance with assessments for SWE students ● General education teacher is provided the goals for the student by the SWE teacher. ● General education teachers communicate with SWE teacher through verbal meetings and/or the communication folder located in the general education classroom ● General education teachers complete a tracking log 3 times each nine weeks to determine progress (or lack of progress) and SWE teacher reviews the data to determine if additional support is needed for the student and/or general education teacher 	<p><u>Team Reflection:</u></p>	
<p>Supports and Strategies in Tier 1 (Core Instruction):</p> <ul style="list-style-type: none"> ● IRLA ● ReadyGEN Scaffolded Strategies Handbook ● Amplify Reading ● Eureka Math ● Eureka InSync ● Manipulatives/Concrete Models ● Anchor Chart 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Data ● Tracking Logs/Folder ● Chart Paper ● Paper ● Printer ● Copier ● Ink ● ReadyGEN Scaffolded Strategies Handbook ● District Google Classroom Resources 	<p><u>Team Reflection:</u></p>
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> ● Amplify Instruction ● IRLA ● Zearn 		
<p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> ● Amplify Instruction ● IRLA ● Zearn 		
<p>Parent and Family Engagement Activity:</p>	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Paper 	<p><u>Participation Outcome:</u></p>

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<ul style="list-style-type: none"> ● Collaborative conferences with general education teacher, SWE teacher, and parent/guardian to provide information/data about student performance and activities/strategies to further assist student at home and school ● Speech Ages & Stages Presentation: SLP will present information to the families about speech progression in ages 3-5 	<ul style="list-style-type: none"> ● Printer ● Copier 	<p><u>Parent Feedback/Exit Tickets/Survey:</u></p>												
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Monthly SWE consultants meeting ● Amplify (District PD video) 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Paper ● Printer ● Copier ● Data/Assessments ● Tracking Data 	<p><u>Feedback from Teachers:</u></p>												
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Leadership Team (Principal, TRT, Instructional Coach, SWE Consultants) <ul style="list-style-type: none"> ○ Purposeful planning for student tracking toward progress of identified standards and/or IEP goals ○ Analyze assessments, feedback, and next steps ○ Walkthroughs and Look-fors 														
<p>Budgets used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X			X										
<p>Data used to Evaluate Goal:</p> <ul style="list-style-type: none"> ● SWE Tracking Reports ● DIBELS 8th Progress Monitoring ● DIBELS 8th Benchmark (BOY, MOY, EOY) ● District Readiness Assessments (BOY, MOY, EOY) ● ReadyGEN Assessments ● Eureka Assessments 														
<p>Middle of the Year Monitoring Results/Areas for Improvement:</p>														
<p>End of the Year Results:</p>														

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<p>ENGLISH LEARNERS</p> <ul style="list-style-type: none"> Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc. Consider verbally interpreting: registration & enrollment process, counseling on eligibility for EL program, disciplinary hearings, orientation/back to school events, parent-teacher conferences, medical emergencies/nurse calls, school-wide announcements over intercom, meetings; etc. 		
<p>Goal #3 (English Learners): 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): Triad of Instruction:</p> <ul style="list-style-type: none"> The focus of the instructional program of English Learners in STPPS is to learn English while simultaneously meeting challenging state academic content and student academic achievement standards. Grades K-6: Full English language immersion with push-in support 	<p>Resources needed:</p> <ul style="list-style-type: none"> EL Outreach Documents for Families (provide school information in parents' native language, robocalls and summer learning brochure) 	<p>Team Reflection:</p>
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> IRLA (supplement to core classroom instruction) Amplify Instructions Interventions Done Daily DIBELS 8th Progress Monitoring: Red Students- Every 2 Weeks Yellow Students- Every 4 Weeks 		
<p>Supports and Strategies in Tier 3 (Intensive Individual): If the student does not show significant gains, the teacher implements and tracks the student's progress with Tier III interventions as long as needed (for a minimum of 20 school days). If the interventions are unsuccessful, the school TAT team will meet with the EL Team (Elena Dieck and Lynn Upchurch) to discuss further actions:</p> <ul style="list-style-type: none"> Project Read IRLA (supplement to core classroom instruction) 		
<p>Parent and Family Engagement Activity:</p>	<p>Resources needed:</p>	<p>Participation Outcome:</p>

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<ul style="list-style-type: none"> ● Additional resources to supplement learning at home ● Monthly Pearl’s Pages (School Newsletter) Translated ● Home Connect Newsletters Translated 	<ul style="list-style-type: none"> ● Paper ● Printer ● Copier ● Pearl’s Pages Newsletters ● Home Connect Newsletters 	<p><u>Parent Feedback/Exit Tickets/Survey:</u></p>
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<p>Professional Development:</p> <ul style="list-style-type: none"> ● Identification of English Learners and language proficiency levels differentiating instruction ● Modifying curriculum to be more accessible to EL students ● Understanding and using LEP accommodations effectively ● SBLC considerations for English Language Learners (environmental, language and cultural) 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Paper ● Printer ● Copier ● Folders ● ReadyGEN Scaffolded Strategies Handbook ● District Google Classroom Resources ● Assessment Data 	<p><u>Feedback from Teachers:</u></p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● EL Teacher/Instructional Aide will analyze and discuss assessment data with classroom teacher ● EL Team (Elena Dieck and Lynn Upchurch, EL teachers and EL instructional aides on campus, Math and ELA district coaches) ● Whole Classroom Observations ● Small Group Observations (based on previous ELPT achievement scores) ● EL Team (Elena Dieck and Lynn Upchurch) Presentation/Q & A during PLCs (upon request) ● ESL Integration Specialist meets with classroom teacher to provide interventions for the classroom (upon request) 		

Budgets used to support this activity:

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

Data used to Evaluate Goal:

- ELPS screeners to begin services; initial ELPS screener for new students to the state of Louisiana
- ELPT- administered every February

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.:

- Google Classrooms are maintained by each teacher with the current curriculum being taught in the classroom.
- DIBELS 8th and mCLASS Home Connect-Parents/families are provided with information about the DIBELS 8th assessment and the mCLASS home connect letter which explains their child's Beginning of the Year DIBELS 8th score. It also contains activities the parents/students can do at home to help improve their scores.
- Report cards are sent home each nine weeks for kindergarten students. Progress reports are sent home with pre-k students twice yearly.
- Virtual Open House is done by each teacher via Zoom to discuss school and classroom rules, curriculum, assessments and grades. This includes a question and answer session for families to ask questions relating to their children's schooling.
- Little Pearl Elementary School Facebook Page is utilized to communicate school events, share videos and pictures with parents and community stakeholders.
- Teachers either create videos of instruction or go live on Google Meet for students that are absent for an extended time. This allows students to stay current with the curriculum being taught and allows families to continue to see their children's learning.
- Teachers are required to hold at least two conferences during the school year to discuss academic, behavioral, social, and emotional progress as well as proficiency levels the child should meet and ways to help at home.
- Teachers maintain websites on JPAMS weekly which includes current learning/concepts in the classroom, home practice, and contact information for the teacher.
- A district letter is sent home to kindergarten families at the end of the first nine weeks that explains the social emotional skills that are assessed during the first nine weeks.
- School website includes parent links to education resources that are available.
- Progress reports are sent home each nine weeks for students with exceptionalities.
- Individual Education Plan (IEP) meetings are held for students with exceptionalities to discuss student progress and teacher and parent concerns. Concerns are addressed, a plan of action is set, and goals are created. This plan is reviewed at least one time per year.
- Principal's Newsletter is updated monthly.
- Parent/Family Activities share curriculum through planned activities.
 - Literacy Trunk or Treat-Literacy and Writing curriculum activities and ideas for home practice

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- Thanksgiving Experience-STEAM (science, technology, engineering, art, and math) curriculum activities and ideas for home practice
- Winter Wonderland-Math curriculum activities and ideas for home practice
- Mardi Gras Collaborative Home Project-Literacy, Writing, and Math integrated home project based on curriculum ideas
- Easter Bonnet Parade and Summer Slide-Presents valuable information to families regarding the summer slide and provides reading packets for summer learning
- TAT and SBLC meetings are held involving families to discuss student progress.

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

- Parents are encouraged to join PTA and classes with 100% membership are rewarded
- Individual Educational Plan (IEP) meetings are held once per school year (or more often as necessary) to gather information and input about student from parents/families noted on the IEP
- Parent Conferences are held two times per school year (or more often as necessary) to gather information and input about student noted on conference form if there is no concern
- A parent survey will be given to parents to ask for input regarding PFE recommendations and preferences
- TAT/SBLC Meetings are held on Thursdays to gather information and input about students from parents/families. This information is noted on the TAT/SBLC forms.

Resources Needed to Support Parent and Family Engagement:

- Paper
- Toner
- Printer Ink
- File Folders
- Plastic Folders
- Books for Students
- Laminating Film
- Scholastic At-Home Reading Kits
- Ziploc Bags

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:

- DIBELS 8th Benchmark Assessment is administered 3 times per year. Students scoring at the Below and Well-Below level on the DIBELS 8th benchmark assessment and by teacher recommendation will receive Amplify Instruction Intervention daily and will be progress monitored every 2-4 weeks. Students scoring Below (Yellow) will receive progress monitoring every 2 weeks; Students scoring Well-Below (Red) will receive progress monitoring every 4 weeks.
- Project Read can be utilized for students scoring Well-Below in DIBELS 8th and who have been identified with characteristics of Dyslexia. Dyslexia Measures: These assessments are required for Well-Below Benchmark students but can be administered to any student. The At-Risk Indicator will only appear, if warranted, for the Well-Below Benchmark students. If administering to students at other composite levels, examine their RAN and spelling scores. If either are “red” then assume the At-Risk Indicator would appear.

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

- Amplify Instruction Interventions will take place during ELA workstations and Intervention block

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

- Amplify Instruction- Kindergarten
- Project Read-Kindergarten
- IRLA-Kindergarten
- Interventions Developed Based on My Teaching Strategies Data and Writing Rubric- Pre-Kindergarten

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

- Administration/TRT will conduct bi-weekly snapshots during intervention block
- TRT will monitor the Amplify website for completion of progress monitoring

Budgets used to support this activity:

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

Resources Needed to Support Interventions:

- Chromebooks
- Amplify Website
- Printer
- Paper

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.)

- Support Services (Speech Therapy, Occupational Therapy, Physical Therapy, and Adapted PE) available to students as per IEP minutes/goals
- Assistive Technology is available to students as per IEP minutes/goals
- Inclusion classroom for all students where the Students With Exceptionalities teacher will collaborate with regular education teachers to maintain lesson modifications and enhancements
- Instructional Coach provides resources aligned with STPPS curriculum
- Kids in Transitions (KIT) program that provides school supplies, uniforms, and funds for field trips for students who qualify
- Enrichment Classes (Music, Art, PE and Library) are provided weekly
- Talented Arts Program
- Gifted Program

Resources needed:

Complete section, if applicable.

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

- 21st Century Program- available to a limited number of Kindergarten students identified as the most at risk in ELA and/or Math
- Virtual Field Trips
- PRHS Talented Students Video plays for LPE students to view

Resources needed:

Complete section, 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	X													

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

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.

Services Provided by Mental Health Provider(s):

- Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow the students to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrator will monitor implementation of the MHP program.
- MHP works with Pre-Kindergarten and Kindergarten classes weekly to encourage and teach positive behaviors, peer interactions and social skills.
- Utilizes Conscious Discipline and Second Steps to provide students with tools needed for appropriate social and behavioral expectations
- Second Steps is a social and emotional skills curriculum that is provided in Pre-Kindergarten and Kindergarten to provide various strategies on how to self-regulate and understand emotions
- MHP works individually with teachers of students who experience adjustment or behavioral issues

Resources needed:

- **Second Steps Kit**
- **Conscious Discipline Items**

Services Provided by Counselor(s):

- Little Pearl Elementary does not have a counselor
- MHP provides counseling with individual students if parental permission is acquired
- MHP assists teachers in completing DCFS calls/reports
- MHP attends IEPs when her service minutes are part of the plan
- MHP attends SBLC meetings when the student has behavioral or adjustment issues

Resources needed:

Complete section, 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	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;*
- *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:

- Spring Meet and Greet- This is for incoming students and their parents/families. Flyers are sent home with enrolled students, the local Head Start, and posted in the local grocery store. This Meet and Greet is held in April via Zoom. A virtual tour (video) of the school will be shown to prospective students and their families. Attendees will be provided an informational packet. During the Zoom meeting, prospective parents/families are encouraged to ask questions about the school.
- School Website-The website contains registration information, supply lists, Title I information, school newsletters, and class information.
- Pre-K and Kindergarten Meet the Teacher-This is an outdoor event before school begins for students/families to meet the teacher, complete beginning of the year paperwork, drop off school supplies, and ask any questions related to the classroom and LPE. A back to school robo call was made, and families were called by their child’s teacher informing them of the schedule.
- Meet the Teacher/Classroom Tour-Introductory videos of LPE teachers reading stories and classroom tour videos are located on the website to give families/students the opportunity to “see” the classroom and the teacher prior to the start of school.
- Pre-Kindergarten Students Going to Kindergarten: The students will tour Kindergarten classrooms and meet Kindergarten teachers
- **Consider including specific activities for the SWE student group and their families.**

Resources needed:

- **Copier**
- **Toner**
- **Paper**
- **File Folders**
- **Chromebooks or Laptops with Zoom capability**

Parent and Family Engagement Activity:

- Spring Meet and Greet- This is for incoming students and their parents/families. Flyers are sent home with enrolled students, the local Head Start, and posted in the local grocery store. This Meet and Greet is held in April via Zoom. A virtual tour (video) of the school will be shown to prospective students and their families. Attendees will be provided an informational packet. During the Zoom meeting, prospective parents/families are encouraged to ask questions about the school.
- Outgoing Students (Schools Closed to Non Essential Visitors)- Parents will be invited to participate in a Zoom with Little Pearl Elementary and Riverside Elementary Administration to introduce RSE first grade teachers.

Resources needed:

- **Chromebook or Laptop**
- **Copier**
- **Toner**
- **Paper**

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- Outgoing Students (Schools Open to Non Essential Visitors)- Little Pearl Elementary Kindergarten students will visit Riverside Elementary to explore the campus, visit first grade classrooms and teachers.

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 groups meet by grade level with the Principal, TRT, and instructional coach.
- Both Pre-K and Kindergarten PLC meetings will implement data-driven decision making.
- New classroom instruction will be implemented or instruction will be modified based on the data.
- A copy of PLC sign-ins and agendas and documents needed for PLC will be given to the TRT to scan for Title I documentation.
- Teachers are to ensure curriculum alignment between instruction and assessment.
- Data to be analyzed may include:
 - DIBELS 8th
 - CLASS
 - SLT Assessments
 - Classroom Assessments (ReadyGEN and Eureka)
 - Work Samples
 - My Teaching Strategies
 - IRLA
- Data will be used to design lessons and small group instruction for at-risk students.

Resources needed:

- Copier
- Toner
- Paper
- Schedule
- Data
- Work Samples

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

- PLC meetings will be held bi-weekly for 1 hour.
- Kindergarten will meet on Tuesdays and Pre-K will meet on Wednesdays.

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:

- Collaboration between Little Pearl Elementary Kindergarten teachers and Riverside Elementary First Grade teachers regarding learning/achievement gaps and what Kindergarten teachers can implement for the 4th Nine Weeks of school to bridge those gaps
- ELA Content Leader
- Math Content Leader
- Project Read
- Zearn
- NCI Trainings- SWE Teachers, Paraprofessionals, Administration

Resources needed:

Complete section, if applicable.

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

- Attends district professional development and disseminates information to teachers
- Assist in analyzing data during PLCs
- Provide support to teachers by helping create and revise materials in curriculum
- Guide teachers on their instructional practices
- Participate in PLCs: Assist with content, materials and resources
- Participate in Learning Walks: Focus on pedagogy, instructional strategies
- Provide Professional Development: Curriculum, concepts, pedagogy, instructional practices

Budgets used to support this activity:

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

Middle of the Year Reflection/Areas of Improvement:

End of the Year Feedback from Teachers:

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):

- PTA General Membership Meetings Open to All Parents (November, February, May)
-

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):

- After school PD with Faculty and Staff to review SAP data
- Uploaded to Website
- Letter Home to Parents with Information
- Robocalls Informing Faculty, Staff, and Parents/Families of SAP and any changes made throughout the school year

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:

- Monthly ILT Meetings

2021-2024 Committee Members

School-Wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

Members Include:

- **Administrator:** Sabrina DesHotel Parish
- **TRT:** Kristen Remerow
- **Teacher:** Maggi Turgeau
- **Teacher:** Diane Wells
- **Parent/Family:** Katrina Lee
- **Community Member:** Melissa Keicher

Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

Members Include:

- **Administrator:**
- **TRT:** Kristen Remerow
- **Teacher:** Maggi Turgeau
- **Teacher:** Ann Ledbetter-Boushie
- **Parent/Family:** Jessica Galiano

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