

# ***Peace, Love, and Learning!***

## ***2021-2022 School Advancement Plan (SAP)/Purpose Statement Overview***

**CIE's 21/22 School Advancement Plan/Purpose Statement**

**is developed from the**

**20-21 School's Data Analysis. CIE family members are always included in the creation/revision/application of the SAP/Purpose Statement.**

**Please review this overview of the SAP/Purpose Statement, and give us your feedback. Your input is always welcomed and valued. Send**

**comments by going to <http://chahta-imaelementary.stpsb.org/>**

**onto the Title I link, and onto the Comments link.**

**Thank you!**

### **Our Weaknesses**

~38% of the Whole School are reading Below or Well Below Benchmark according to End of the Year DIBELS 8th Assessment.

~According to DIBELS 8<sup>th</sup> End of the Year data, Third Grade has 46% of its students reading Below or Well Below Benchmark, the highest percentage in the school, as the gap continues to increase with each consecutive grade level

~On the 20/21 Math LEAP 2025 Assessment, the substrand, Modeling & Application is a weakness with 40% of the students indicating a "Weak" score.

~On the 20/21 ELA LEAP 2025 Assessment, the substrand, Written Expression is a weakness with 58% of the students indicating a "Weak" score.

~In the 20/21 school year, 62% of the total number of students receiving behavior referrals were 2<sup>nd</sup> graders, who are now third graders and will be taking the LEAP 2025 assessment. If this data trend continues, this could have a negative impact on overall academics and the LEAP 2025 scores.

~The Hispanic subgroup on the 20/21 LEAP 2025 Index Scores, scored lower than the whole school in all subjects as follows: English Language Arts (54.0) which is lower by 8.9, Mathematics (62.0) which is lower by 9.5, Science (39.0) which is lower by 14.1, and Social Studies (26.0) which is lower by 8.4.

### **Our Strengths**

~Kindergarten had 74% of its students reading At or Above Benchmark according to DIBELS 8th data. This class has the potential to continue this trend.

~According to the Independent Reading Assessment (IRLA), 74% of the students moved up two or more reading levels and 64% of the whole school were reading on level.

~On the 20/21 LEAP 2025 Assessment, Mathematics had the highest index score of 71.5 with 20/52 (39%) scoring mastery/advanced in mathematics.

~On the 20/21 LEAP 2025 Assessment, ELA had 21/42 (40%) scored mastery/advanced in English Language Arts.

~According to Discipline Data, the total number of behavior referrals have shown a decrease in trend data from 140 in the 19/20 school year to 63 in the 20/21 school year, which is a difference of 77 referrals.

~Students With Exceptionalities 20/21 LEAP 2025 Index Scores were significantly higher than 2019 with English Language Arts increasing by 15.7 from 42.3 in 2019 to 58 in 2021, Mathematics increasing by 27 from 27.7 in 2019 to 54.7 in 2021, and Science increasing by 12.1 from 24.6 in 2019 to 36.7 in 2021.

~The Parent Family Engagement strength is effective communication through Weekly Newsletters/Overviews, Google Classroom, Robocalls, Title I Tidbits, and Teacher Webpages. Additionally, communication continued through the 20/21 School Year Parent Family Events, beginning with "Speak & Send" with a 74% overall participation rate, "End of 1<sup>st</sup> Quarter Report Card Conferences" 1<sup>st</sup> Grade – 73% participation, 2<sup>nd</sup> Grade – 79% participation, and 3<sup>rd</sup> Grade – 80% participation, and finally, "End of 3<sup>rd</sup> Quarter Report Card Conferences", Pre-K and Kindergarten - 72% participation and 1<sup>st</sup>, 2<sup>nd</sup>, & 3<sup>rd</sup> Grade - 84% participation.

## Our Goals

### Schoolwide Goals for CORE Academics

**GOAL One** ~From Spring 2021 to Spring 2024, the percentage of students in 3rd grade achieving Mastery or Above on the LEAP 2025 in the reporting category of Modeling and Application will increase by 5% percentage points each year and 1<sup>st</sup> and 2<sup>nd</sup> grade students will increase the percentage of performance items specifically addressing modeling on the Math District Readiness Assessment by 5 percentage points each year.

GRADE	2021 Score %	2022 Goal%	2023 Goal%	2024 Goal%
1ST	57%	62%	67%	72%
2ND	37%	42%	47%	52%
3RD	37%	42%	47%	52%

**GOAL Two** ~From Spring 2021 to Spring 2022, the percentage of students in achieving third grade Mastery or Above on the LEAP 2025 in the category of Written Expression for each cohorts of students will increase by 13 percentage points

GRADE	2021 Score%	2022 Goal%	2023 Goal%	2024 Goal%
3RD	17%	30%	43%	56%

**GOAL Three** ~From Spring 2021 to Spring 2024, K-2 students will increase reading achievement by increasing the percentage of student *At or Above Benchmark* on DIBELS 8 by 5 % points

GRADE	2021 EOY % Score	2022 EOY % Goal	2023 EOY % Goal	2024 EOY % Goal
K	74%	79%	84%	89%
1ST	63%	68%	73%	78%
2ND	55%	60%	65%	70%

### Schoolwide Goals for Diverse Needs

**GOAL One (Discipline)** ~From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by 1 % point

2020-2021%	2021-2022%	2022-2023%	2023-2024%
9.85	8.85	7.85	6.85

**GOAL Two (SWE)** ~From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by \* \_\_\_ points each year

2020-2021 SPS	2021-2022 SPS	2022-2023 SPS	2023-2024 SPS
*TBD			

**Goal Three (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.

## Additional Ways to Help Us Achieve Our Goals

### ~Parent Family Involvement~

- School Parent/Family Communication (Title I Tidbits, Robocalls, Classroom Communication Source, CIE's Website, Comment Link..)
- School/Parent Compact
- SAP/Purpose Statement School Topics Decision Makers
- Meet and Greet PFE
- PFEs centering on the Purpose Statement Academics, Assessments, and Student Progress

### ~Professional Learning Communities/Professional Development~

- Monthly PLC Meetings with teachers, administrators, interventionists, TRT, and district supervisor to analyze data, planning based on data/goals, ensure implementation of high-quality curriculum and best practices
- High quality ongoing PD for all staff for optimal instruction
- Staff is continually attending PDs aligned with the Guaranteed Curriculum
- Many staff members take additional PD courses that are not required but do so to become more effective
- Many staff members have/are working on a Master's Degree
- Many staff members are in leadership roles due to the PDs they have/are taking

### ~Interventions for Students~

- Responsiveness by Tier-TIER 1, TIER 2, TIER 3
- Interventions based on student data designed to specifically meet student needs, are delivered with fidelity and progressed monitored to gauge effectiveness for ELA, Math, Science, Social Studies, and Behavior.
- Intervention Team/Teacher Assistance Team/School Building Level Committee serve CIE students.

### ~Support and Extended Learning~

- On site Field Trips to enhance curriculum through a hands-on, engaging learning experience
- Enrichment curriculum based classes, Art, PE, Music, and Library that enhance/extend learning
- Strings Program Suzuki Method
- Opportunities for Talented Programs
- 21<sup>st</sup> Century after school Federal Program aims to empower students to reach their full academic and social potential

### ~Transition Activities~

- Transitions within the school setting are very important to ensure optimal learning. When students move to different classrooms outside of regular education, whether it be for different services such as counseling, Speech, Resource...the staff members work together to create a seamless, comfortable transition. We understand how important this is for students.

### ~Transition Activities Cont.~

- New students participate in a "Welcome Walk" where the student will take a tour of the school, meet students chosen by PBIS and participate in a Q&A session.
- Bayou LaCombe Middle School Visit-Third Grade students visit BLMS with teachers and parent/families.
- Headstart Visits CIE-Headstart students, teachers, family/parents visit CIE and Kindergarten classrooms to create a smooth transition into the next school year.

### ~Counseling Services~

- Mental Health Provider (MHP)
- Students needing MHP services will get counseling to develop coping strategies, which will have a positive impact on academic achievement as well as mental health.
- The school counselor meets the needs of all of the students through curriculum based whole class lessons while also meeting with individual students/small student groups. The school counselor is also the SBLC Chair and works hand-in-hand with the Intervention Team to best meet the needs of students. Both the MHP and school counselor play an intricate role in the Positive Behavioral Interventions and Support Team.