

**2021-2024  
SCHOOL ADVANCEMENT PLAN**

# **Chahta-Ima 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
<p>Kindergarten had 74% of its students reading At or Above Benchmark according to DIBELS 8 data End of the Year 20/21 scores. This class has the potential to continue this trend.</p>	<p>Thirty-eight percent of the whole school was at Below or Well Below Benchmark, according to DIBELS 8 data End of the Year 20/21 scores. Additionally, Third Grade has 46% of its students reading Below or Well Below Benchmark, the highest percentage in the school, while Second Grade has 45% of its students, and First Grade has 37% of its students, indicating a trend that the gap increases with each consecutive grade level, according to DIBELS 8 data.</p>
<p>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. Additionally, with all teachers trained in IRLA, leveled classroom libraries in place, as well as the CIE library being leveled, and the addition of the ARC bookshelf, the percentage of on-level successful, independent readers should increase. Since IRLA is a part of CORE instruction as well as interventions, it’s meeting the needs of many students with differentiation.</p>	<p>Sixty-four percent of the whole school were reading on their expected Independent Reading Assessment Level (IRLA) at the end of the year. This was a 34% increase from Beginning of the Year (BOY) IRLA levels. However, this indicates that 36% of the whole school are not reading on level, according to IRLA.</p>
<p>On the 20/21 LEAP 2025 Assessment, ELA had 21/52 (40%) scored mastery/advanced in English Language Arts.</p>	<p>On the 20/21 LEAP 2025 Assessment, Social Studies had the lowest index score of 34.4 with 33/52 (63%) scoring approaching basic/unsatisfactory in Social Studies.</p>

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<p>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.</p>	<p>According to the 20/21 LEAP 2025 Assessment results for all subjects 29% of the students scored Mastery and above, which is a 21% decrease from the 18/19 LEAP 2025 Assessment results. Comparing the 18/19 to the 20/21 LEAP 2025 scores, ELA dropped from 62% to 40%, Math from 56% to 39%, Science from 31% to 16%, Social Studies 33% to 21% of students scoring Mastery or above.</p>
<p>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.</p>	<p>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 34.3, Mathematics (62.0) which is lower by 31.3, Science (39.0) which is lower by 34.3, and Social Studies (26.0) which is lower by 50.7. This group has a score of &lt; 60 in English Language Arts, Science, and Social Studies and has shown a steady downward trend from 2018 through 20/21 in ELA.</p>
<p>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.</p>	<p>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.</p>

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<p>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 &amp; 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>, &amp; 3<sup>rd</sup> Grade - 84% participation.</p>	<p>The EL families and student population continues to increase each year, but consequently the resources to support EL families are not yet in alignment with the increased population to ensure optimal outcomes for EL families and students. At the end of the 20/21 SY there were 19 EL students and in 21/22, beginning of the year, there are 23 EL students.</p>
<p>According to the Classroom Assessment Scoring System (CLASS), Emotional Support Average without Negative Climate (NC) has the highest overall score when looking at an average across all years. The summative Emotional Support average is 6.41. Dimension averages across the six years of available data (2015/2016 through 2020/2021) without including the Negative Climate Scores for Emotional Support are as follows: Positive Climate 6.63, Teacher Sensitivity 6.51, and Regard for Student Perspective 6.08. Teacher and staff positivity is a school wide strength and one that’s being measured through Pre-k class observation.</p>	<p>According to the Classroom Assessment Scoring System (CLASS), the domain of Instructional Support Average has the lowest overall score when averaging all years. The Instructional Support Average is 4.58. Dimension averages across all six years of available data (2015/2016 through 2020/2021) for Instructional Support are as follows: Concept Development 4.45, Quality of Feedback 5.57, and Language Modeling 4.64. The dimension of Concept Development is an area of potential growth.</p>
<p>On the 20/21 Math LEAP 2025 Assessment, the substrand Fractions as Numbers &amp; Equivalence was a strength with 56% of the students indicated as “Strong” (Advanced or Mastery).</p>	<p>On the 20/21 Math LEAP 2025 Assessment, the substrand Modeling &amp; Application is a weakness with 40% of the students indicating a “Weak” (Approaching Basic or Unsatisfactory) score.</p>
<p>On the 20/21 ELA LEAP 2025 Assessment, the substrand Reading Vocabulary was a strength with 54% of the students indicated as “Strong” (Advanced or Mastery).</p>	<p>On the 20/21 ELA LEAP 2025 Assessment, the substrand Written Expression is a weakness with 58% of the students indicating a “Weak” (Approaching Basic or Unsatisfactory) score.</p>

## 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** 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 as follows:

From Spring 2021 to Spring 2024, 1st-2 students will increase the percentage of performance items specifically addressing modeling on K-2 Math District Readiness Assessment by 5% percentage points each year.

\*For 2021-2022 year, growth from *Diagnostic to End of Year assessment* will be measured.

\*Goal may be adjusted upon data analysis and review of 2022 K-2 Math District End-of-Year Assessment results.

Grade	2021 Score (percentage)	2022 Goal (percentage)	2023 Goal (percentage)	2024 Goal (percentage)
1st	57%	62%	67%	72%
2nd	37%	42%	47%	52%
3rd	37%	42%	47%	52%

**Instructional Focus:**

- 2021-2024: We will engage in solving math problems within a context by modeling to solve and represent the situation.

**Resources needed:**

- Great Minds Curriculum Resources- inSync, Equip, Navigator, Affirm/Edulastic
- District Resources within Guaranteed Curriculum/Google Classrooms
- Louisiana Believes

**Team Reflection:**

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	<p>State Planning Documents</p> <ul style="list-style-type: none"> <li>• Various Math Manipulatives</li> <li>• Headphones to be used with Chromebooks and programs such as ZEARN</li> <li>• Classroom technology such as interactive projectors, document cameras, mouse, and charging stations to replace/update/enhance existing technology for instruction/best practices</li> </ul>	
<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>• Activities: 10/13 - 10/15/2021 <i>One Step Ahead, Leaping Forward, Stepping into Reading</i> <ul style="list-style-type: none"> <li>○ 1st - 3rd grade teachers conference with parent/families to discuss below level 1<sup>st</sup> quarter report card grades. Teachers will provide parents with upcoming assessment dates, grade level expectations, resources, and strategies to help students progress towards mastery.</li> <li>○ Individual conferences are held remotely (phone conversation, ZOOM...)</li> <li>○ Documentation Logs are maintained by each teachers to document conference communication</li> </ul> </li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>• Great Minds Curriculum Resources- inSync, Equip, Navigator, Affirm/Edulastic</li> <li>• District Resources within Guaranteed Curriculum/Google Classrooms</li> <li>• Stipend for 10 Teachers</li> <li>• Assorted Colored Paper for PF Communications such as Flyers/Handouts</li> </ul>	<p><b>Number of Participants:</b></p> <p><b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b></p>

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	<ul style="list-style-type: none"> <li>White cardstock for Invitations/ Extended At Home Learning Handouts</li> </ul>													
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>Problem-Situations/Context- exploration of various problem types and representations used to model situations.</li> <li>Mathematical Practices- MP.1 (Makes sense of problems and persevere in solving them, MP.4 (Model with Mathematics)</li> <li>Contextualizing/Decontextualizing supports</li> <li>Building Conceptual Understanding and Fluency to Support Application</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>Great Minds Curriculum Resources- inSync, Equip, Navigator, Affirm/Edulastic</li> <li>District Resources within Guaranteed Curriculum/Google Classrooms</li> <li>Louisiana Believes State Planning Documents</li> </ul>	<p><b><u>Feedback from Teachers:</u></b></p>												
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>Math Content Leaders model lessons focused on Modeling problem situations within a context</li> <li>PLCs will focus on planning for assessment review of Type III tasks, student work (analysis of student entry point into solving application tasks), identification of standards with the intended component of Rigor as Application.</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> <li>Instructional Coach- Model Lessons focused on supporting representations of solving problems/tasks</li> </ul>														
<p><b>Budgets used to support this activity:</b></p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X		X		X										
<p><b>Monitoring and Evaluating</b></p>														
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>LEAP 360 Diagnostic / Interim data to track Type III responses</li> </ul>							<p><b>Observations:</b></p> <ul style="list-style-type: none"> <li>Once a quarter, classroom teachers will conduct a self-assessment,</li> </ul>							

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<ul style="list-style-type: none"> <li>● Assessment items specifically focused on Modeling on K-2 Math District Readiness and Benchmark Assessments</li> <li>● Assessment items identified as Modeling and Application Mid- and End- of Module Assessment Tasks (Progression to Mastery Rubric used to score student work)</li> <li>● EOY: 3rd grade LEAP 2025, K-2 Math District Assessments</li> </ul>	<p>using a teacher generated grade level specific checklist aligned with the SAP goals. This self-assessment checklist will be shared with administration and the outcomes/data will be used to guide instruction.</p>
<p><b>Support and Strategies for Students with Exceptionalities:</b></p> <ul style="list-style-type: none"> <li>● All resources/interventions identified within the “Triad of Instruction”</li> <li>● SWE teacher involved in PD/PLC/Student work analysis</li> <li>● Technology enhancements to assist in modeling problems</li> </ul>	
<p><b>Middle of the Year Monitoring Results/Areas for improvement:</b></p>	
<p><b>End of the Year Results:</b></p>	

**Goal #2**  
 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 as follows:

Grade	2021 Score (percentage)	2022 Goal (percentage)	2023 Goal (percentage)	2024 Goal (percentage)
Third Grade	17%	30%	43%	56%

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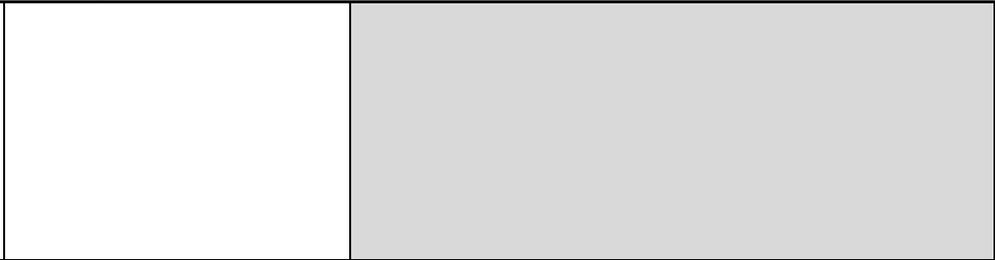
<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"><li>● Writing within Guidebooks (Daily Writing and Unit Tasks Writing)</li><li>● Evidenced-Based Writing</li><li>● Types of Writing</li><li>● Analyze Students Writing using Grade 3 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric</li></ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"><li>● The Writing Revolution book and website</li><li>● GB Grammar Guide (grade level writing samples)</li><li>● GB Writing Guide</li><li>● GB Language Tasks/Mentor Sentences</li><li>● Grade 3 Literary Analysis Task (LAT) and Research Simulation Task (RST)</li><li>● The Writing Revolution book and website</li><li>● BARE Books/Crayons/Permanent Markers for students to write/"publish" their own books</li><li>● Scoring Rubric</li><li>● Primary Notebooks for Kindergarten students</li><li>● Classroom technology such as interactive projectors, document cameras, mouse, and charging stations to replace/update/enhance existing technology for instruction/best</li></ul>	<p><b><u>Team Reflection:</u></b></p>
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	practices	
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Activities: 10/13 - 10/15/2021 <i>One Step Ahead, Leaping Forward, Stepping into Reading</i> <ul style="list-style-type: none"> <li>○ 1st - 3rd Grade teachers conference with parent/families to discuss below level 1<sup>st</sup> quarter ELA report card grades. Teachers will provide parents with a writing rubric, grade level expectations, information about upcoming writing assignments, and Writing Revolution strategies to use at home.</li> <li>○ Individual conferences are held remotely (phone conversation, ZOOM...)</li> <li>○ Documentation Logs are maintained by each teachers to document conference communication</li> </ul> </li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● The Writing Revolution book and website</li> <li>● GB Grammar Guide (grade level writing samples)</li> <li>● GB Writing Guide</li> <li>● GB Language Tasks/Mentor Sentences</li> <li>● Assorted Colored Paper for PF Communications such as Flyers/Handouts</li> <li>● White cardstock for Invitations/ Extended At Home Learning Handouts</li> </ul>	<p><b><u>Number of Participants:</u></b></p> <p><b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● The Writing Revolution Overview</li> <li>● The Writing Revolution Focus on Specific Strategies</li> </ul>		<p><b><u>Feedback from Teachers:</u></b></p>
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● ELA Content Leaders model writing lessons</li> <li>● PLCs will focus on             <ul style="list-style-type: none"> <li>○ planning for writing instruction (within GB lessons/unit</li> <li>○ using common assessments to evaluate writing and TWR strategies</li> </ul> </li> </ul>		

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- analyzing student writing using the Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric
- tracking student writing
- Curriculum Specialist support with PD and observation feedback
- Instructional Coach- Model writing lessons



**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			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:**

- Once a quarter, classroom teachers will conduct a self-assessment, using a teacher generated grade level specific checklist aligned with the SAP goals. This self-assessment checklist will be shared with administration and the outcomes/data will be used to guide instruction.

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

**End of the Year Results:**

**Goal #3**  
**K-2 DIBELS 8th**

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**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 each year as follows:**

<b>Grade</b>	<b>2021 EOY% Score</b>	<b>2022 EOY% Goal</b>	<b>2023 EOY% Goal</b>	<b>2024 EOY% Goal</b>
<b>K</b>	74%	79%	84%	89%
<b>1st</b>	63%	68%	73%	78%
<b>2nd</b>	55%	60%	65%	70%

<p><b>Instructional Focus:</b></p> <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>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Amplify Instruction</li> <li>● Amplify Reading</li> <li>● ARC Bookshelf</li> <li>● IRLA manual &amp; IRLA data targets</li> <li>● IRLA Foundational Skills ToolKit</li> <li>● Headphones to be used with Chromebook and programs such as Amplify Reading</li> <li>● Listening Centers to develop reading skills</li> </ul>	<p><b><u>Team Reflection:</u></b></p>
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Activity: Virtual Literacy Night                             <ul style="list-style-type: none"> <li>○ Model/Show parents and students how to navigate Amplify Reading</li> </ul> </li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Amplify Instruction</li> <li>● Amplify Reading</li> <li>● ARC Bookshelf</li> </ul>	<p><b><u>Number of Participants:</u></b></p> <p><b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b></p>

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<ul style="list-style-type: none"> <li>○ Model/Show parents and students how to access the ARC Bookshelf</li> <li>○ Send information home about student progress in IRLA that includes ideas of how parents can help their child at home</li> </ul> <p>Send Home Connect newsletter, which is located in Amplify, three times a year which summarizes DIBELS 8th Benchmark results.</p> <p>➤ Activities: 10/13 &amp; 10/15/2021 <i>Stepping into Reading , One Step Ahead,</i></p> <ul style="list-style-type: none"> <li>○ 1st &amp; 2nd grade ELA Teachers conference with parent/families to discuss below level DIBELS scores &amp; 1<sup>st</sup> quarter reading grades. Teachers will provide parents with upcoming assessment information, grade level expectations, and strategies to help students progress.</li> <li>○ Individual conferences are held remotely (phone conversation, ZOOM...)</li> <li>○ Documentation Logs are maintained by each teacher to document conference communication</li> </ul>	<ul style="list-style-type: none"> <li>● IRLA manual &amp; IRLA data targets</li> <li>● IRLA Foundational Skills Toolkit</li> <li>● Student CHROME Books</li> <li>● Assorted Colored paper for PFE Communications such as Flyers/Handouts</li> <li>● White Cardstock for invitations/Extended At Home Learning Activities</li> <li>● Stipend for teachers</li> </ul>	
<p><b>Professional Development:</b></p> <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> <li>● District IRLA professional development by American Reading Company</li> <li>● Planning phonological awareness and phonics differentiated activities</li> <li>● Deepen teachers’ understanding of word knowledge by teaching phonics rules through the STPSS Word Study Guide</li> <li>● Amplify Reading and Amplify Instruction</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Amplify Instruction</li> <li>● Amplify Reading</li> <li>● ARC Bookshelf</li> <li>● IRLA manual and IRLA data targets</li> <li>● IRLA Foundational Skills Toolkit</li> <li>● IRLA Classroom Leveled Libraries</li> <li>● Classroom technology such as interactive projectors, document cameras, mouse, and charging stations to replace/update/enh</li> </ul>	<p><b><u>Feedback from Teachers:</u></b></p>
<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> </ul>		

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<ul style="list-style-type: none"> <li>● Curriculum Specialist to provide support with PD and observation feedback</li> <li>● PLCs will focus on             <ol style="list-style-type: none"> <li>1. analyzing student reading growth using Amplify</li> <li>2. analyzing student growth in IRLA</li> <li>3. plan for small group foundational skills instruction</li> </ol> </li> </ul>	<p>ance existing technology for instruction/best practices</p>	
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**Budgets** used to support this activity:

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

**Monitoring and Evaluating**

**Assessments:**

- DIBELS 8 benchmark assessments (BOY, MOY, EOY)
- DIBELS 8 Progress Monitoring (*Below Benchmark* every 4 weeks, *Well Below Benchmark* every 2 weeks)
- IRLA initial assessment
- IRLA tracking

**Observations:**

- Once a quarter, classroom teachers will conduct a self-assessment, using a teacher generated grade level specific checklist aligned with the SAP goals. This self-assessment checklist will be shared with administration and the outcomes/data will be used to guide instruction.

**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*

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**Goal #1 (Discipline):**

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by 1 % points each year as follows:

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

**Tier 1 (School-wide):** Weekly social skills lessons, positive behavior reinforcement, 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
- PBIS
- Development of classroom culture
- Supportive counseling not occurring on a regular basis
- Classroom Guidance Lessons
- Safer Smarter Kids

**Tier 2 (Targeted Prevention):**

- Classrooms Calming corners, calming boxes, sensory room, check in check out, Breakfast Club, parent conferences
- Triad of Instruction:
- Targeted social skills instruction
- Student specific reinforcement system
- Peer Based Supports
- Behavior Contracts
- Mental Health Counseling Services Individual and Group
- Classroom Groups
- Small group counseling groups
- Check in/Check out

**Tier 3 (Intensive Individual):**

Referrals to wrap around community supports, homeschool plans to improve relationships and create proactive plans

**Resources needed:**

- Schedule time to plan, develop and collaborate- set times to conduct data reviews, team staffing, wellness events, parent engagement activities, observations, etc.
- Sensory Room
- Classroom Calm Down Corners

**Team Reflection:**

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<p><u>Triad of Instruction:</u></p> <ul style="list-style-type: none"> <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>● Counselor Home Connect Activities- The students who receive counseling services will get engaging Home Connect Activities that foster social skills through play therapy games that are done together with parents/family. The activities will return to school and will be reflected upon during counseling sessions. Students will receive positive reinforcement for returning completed Home Connect Activities.</li> <li>● Counselors are continually communicating with parents/families on an as needed basis to promote student positive outcomes.</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Schedule time to plan, develop and collaborate- set times to conduct data reviews, team staffing, wellness events, parent engagement activities, observations, etc.</li> <li>● Assorted Colored paper for PFE Communications such as Flyers/Handouts White Cardstock for invitations/ Extended At Home Learning Activities</li> </ul>	<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>	<p><b>Resources needed:</b></p>	<p><b><u>Feedback from Teachers:</u></b></p>

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<ul style="list-style-type: none"> <li>● PBIS</li> <li>● Stress management</li> <li>● Classroom Management Plan</li> </ul>																																
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● Behavior Coach-Social Emotional Google Classroom and Classroom Management Plan</li> <li>● Every nine weeks survey the school climate and provide follow up and support to the areas most in need.</li> <li>● Classroom Observations-Proactive Classroom Management plans</li> <li>● Coaching</li> <li>● Weekly team staffing</li> </ul>																																
<p><b>Budgets</b> used to support this activity:</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <th>Title I</th> <th>GFF</th> <th>Title II</th> <th>LA4</th> <th>IDEA</th> <th>Title III</th> <th>Title IV</th> <th>Perkins</th> <th>JAG</th> <th>Bonds</th> <th>DSS</th> <th>CDF</th> <th>ESSER</th> <th>SCA</th> <th>Other</th> </tr> <tr> <td>X</td> <td></td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> </table>			Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	X		X		X										
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other																		
X		X		X																												
<p><b>Data used to Monitor and Evaluate Goal:</b>                  The School Based Discipline Data will be used to evaluate the effectiveness of the behavior support system and whether or not the set goals are attained.</p>																																
<p><b>Middle of the Year Monitoring Results/Areas for Improvement:</b></p>																																
<p><b>End of the Year Results:</b></p>																																

<p><b>STUDENTS WITH EXCEPTIONALITIES</b></p> <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>			
<p><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:                  *Data will be entered upon LDOE release of SPS for SWE student group.</p>			
<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
SPS	SPS	SPS	SPS
*TBD			

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**Describe policies and practices to identify disabilities early and accurately:**

- Teacher Assistance Team(TAT)-The Regular Education Teacher, Interventionist, trained support personnel have data-driven conversations to put the most effective interventions in place that will be progressed monitored bi-weekly while the interventions are implemented with fidelity for the required amount of time in accordance with the Responsiveness by Tier, TIER 2.
- School Building Level Committee (SBLC)- When a student continues to struggle in spite of the TAT process, the student is brought to the School Building Level Committee (SBLC). During this process, the parent/guardian is given *LA’s Educational Rights of Children with Disabilities- Special Education Processes and Procedural Safeguards* pamphlet. The parent/guardian also states his/her academic/behavior concerns. The team further discusses academic/behavior concerns and supports these findings with data/documentation. The Team and Regular Education Teacher, Interventionist, trained support personnel works together to develop researched based interventions based on Tier 3 of the Responsiveness by Tier to best accommodate the student’s needs and will warrant success. Progress monitoring is done weekly and the interventions are more frequent and intense than Tier 2.
- The SBLC process is on-going for each student until the process is concluded.
- The Assistive Technology Team meets monthly to review/determine AT needs of students.
- Students may also qualify for 504, but again, this would be a decision as a result of the SBLC Process.

**Team Reflection:**

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

- Co-Teaching (Special Ed Teachers and Regular Ed Teachers) in grades Kindergarten - third work together collaboratively to meet the needs of Students with Exceptionalities (SWE) in a regular education setting. The teachers plan together using the Guaranteed Curriculum. They meet the needs of the students through scaffolding, a variety of modalities and individualized activities. Both teachers work together to create curriculum based assessments to assess mastery.
- The SWE Paras works collaboratively with the Kindergarten-third grade teachers to target student needs.
- The English Learner (EL) Instructional Aide works collaboratively with EL students and the student’s teachers two times weekly to target student needs.
- The reading interventionist/ tutors work collaboratively with teachers in relation to the effectiveness/results of assigned student interventions. Together, the collaborative team creates individualized student interventions to best meet the needs of the students. Data from these interventions are analyzed collaboratively and interventions are adjusted accordingly to the Responsiveness by Tier- TIER 1, TIER 2, and TIER 3.

**Team Reflection:**

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<p><b>Supports and Strategies in Tier 1 (Core Instruction):</b> (School-wide) IRLA, Ready Gen, Guidebooks, Amplify Reading, Writing Revolution, Eureka Math, Eureka In Sync, Eureka Equip, Eureka Affirm, Reflex Math</p>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● GB -Diverse Learners Guide/ Supports Flow Chart</li> <li>● ReadyGen – Scaffolded Strategies Handbook</li> <li>● Great Minds Curriculum Resources- inSync, Equip, Navigator, Affirm/Edulastic</li> <li>● District Resources within Moodle/Google Classrooms</li> <li>● Louisiana Believes State Planning Documents and Resources</li> <li>● Amplify Reading</li> <li>● Amplify Instruction, Project Read, S.P.I.R.E, IRLA</li> <li>● Zearn, Reflex Math</li> <li>● Discovery Education</li> <li>● STPPS Writing Revolution Google Classroom/The Writing Revolution book and website</li> <li>● Louisiana Math and ELA Content Leader</li> </ul>	<p><b><u>Team Reflection:</u></b></p>
<p><b>Supports and Strategies in Tier 2 (Targeted Prevention):</b>(Targeted Prevention)Amplify Instruction, IRLA, S.P.I.R.E (Pilots), Project Read (Small Group), Fast ForWord, Guidebook Support, Eureka Equip, Zearn (Small Group), Reflex Math</p>		
<p><b>Supports and Strategies in Tier 3 (Intensive Individual):</b>Tier 3 (Intensive Individual)Amplify Instruction, IRLA, Project Read (Small Group), SRA (only with IEP), Eureka Equip, Zearn (Small Group), Reflex Math</p>		
<p><b>Parent and Family Engagement Activity: Literary/Math Night Family Informational Fair (District Hosted)</b></p> <ul style="list-style-type: none"> <li>● Activities: 10/13 - 10/15/2021 <i>One Step Ahead, Leaping Forward, Stepping into Reading</i> <ul style="list-style-type: none"> <li>○ 1st - 3rd grade teachers conference with parent/families to discuss below level 1<sup>st</sup> quarter report card grades. Teachers will</li> </ul> </li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Assorted Colored paper for PFE</li> <li>● Communications such as Flyers/Handouts</li> <li>● White Cardstock for</li> </ul>	<p><b><u>Participation Outcome:</u></b></p> <p><b><u>Parent Feedback/Exit Tickets/Survey:</u></b></p>

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<p>provide parents with upcoming assessment &amp; grade level expectations, and strategies to help students progress towards mastery.</p> <ul style="list-style-type: none"> <li>○ Individual conferences are held remotely (phone conversation, ZOOM...)</li> <li>○ Documentation Logs are maintained by each teachers to document conference communication</li> </ul>	<p>invitations/Extended At Home Learning Handouts</p> <ul style="list-style-type: none"> <li>● Stipend for 2 SWE teachers (0.5 hours each x 2= \$18.00</li> </ul>	
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● ELA Content Leader</li> <li>● Math Content Leader</li> <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 Reading/Instruction</li> <li>● Ready Gen</li> <li>● Zearn</li> <li>● Gizmos</li> <li>● Eureka Math, In Sync, Affirm, Equip</li> <li>● Reflex Math</li> <li>● DIBELS 8th</li> <li>● IRLA</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><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● GB -Diverse Learners Guide/ Supports Flow Chart</li> <li>● ReadyGen – Scaffolded Strategies Handbook</li> <li>● Great Minds Curriculum Resources- inSync, Equip, Navigator, Affirm/Edulastic</li> <li>● District Resources within Moodle/Google Classrooms</li> <li>● Louisiana Believes State Planning Documents and Resources</li> <li>● Discovery Education</li> <li>● STPPS Writing Revolution Google Classroom/The Writing Revolution book and website</li> <li>● Louisiana Math and ELA Content Leader</li> <li>● Amplify Reading</li> <li>● Amplify Instruction, Project Read, S.P.I.R.E, IRLA</li> </ul>	<p><b>Feedback from Teachers:</b></p>
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● ELA and Math Content Leader Module Support and Training</li> <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> </ul>		

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<ul style="list-style-type: none"> <li>Analyzing assessments, feedback and next steps</li> <li>Walk Through and Look fors</li> </ul>	<ul style="list-style-type: none"> <li>Zearn, Reflex Math</li> </ul>	
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>EOY: LEAP 2025</li> <li>Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, District/teacher created unit assessments, Unit Tasks/ Culminating Writing Tasks</li> <li>Equip Diagnostic Assessment Reports- identified standards/tracking</li> <li>Assessment Data- Topic Quizzes, Mid- and End-of Module Assessment Tasks, Performance Reports generated from Edulastic/Affirm</li> <li>DIBELS 8th</li> <li>1 minute Fluency assessments</li> <li>District Readiness Benchmark/End of Year (K-2)</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>GB -Diverse Learners Guide/ Supports Flow Chart</li> <li>ReadyGen – Scaffolded Strategies Handbook</li> <li>Great Minds Curriculum Resources- inSync, Equip, Navigator, Affirm/Edulastic</li> <li>District Resources within Moodle/Google Classrooms</li> <li>Louisiana Believes State Planning Documents and Resources</li> <li>Louisiana Believes State Planning Documents and Resources</li> <li>Discovery Education</li> <li>STPPS Writing Revolution Google Classroom/The Writing Revolution book and website</li> <li>Ready Math – i-Ready Mathematics</li> <li>Springboard</li> <li>Louisiana Math and ELA Content Leader</li> </ul>	

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	Actively Learn – Social Studies	
<p><b>Observations:</b></p> <ul style="list-style-type: none"> <li>Once a quarter, classroom teachers will conduct a self-assessment, using a teacher generated grade level specific checklist aligned with the SAP goals. This self-assessment checklist will be shared with administration and the outcomes/data will be used to guide instruction.</li> </ul>	<ul style="list-style-type: none"> <li>GB -Diverse Learners Guide/ Supports Flow Chart</li> <li>ReadyGen – Scaffolded Strategies Handbook</li> <li>Great Minds Curriculum Resources- inSync, Equip, Navigator, Affirm/Edulastic</li> <li>District Resources within Moodle/Google Classrooms</li> <li>Louisiana Believes State Planning Documents and Resources</li> <li>Discovery Education</li> <li>STPPS Writing Revolution Google Classroom/The Writing Revolution book and website</li> <li>Ready Math – i-Ready Mathematics</li> <li>Springboard</li> <li>Louisiana Math and ELA Content Leader</li> <li>Actively Learn – Social Studies</li> </ul>	
<p><b>Supports and Strategies for Students with Exceptionality:</b></p> <ul style="list-style-type: none"> <li>GB Diverse Learners Guide</li> </ul>	<ul style="list-style-type: none"> <li>GB -Diverse Learners Guide/ Supports Flow Chart</li> </ul>	

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- GB Supports Flow Chart
- ReadyGen – Scaffolded Strategies Handbook
- Universal Design for Learning (UDL)
- Adapted Novels
- Writing Scaffolds built in The Writing Revolution
- Companion documents with scaffolds (Guidebooks 2020)
- Manipulatives– Concrete Models
- Representing Math problems through Modeling Anchor Charts
- Allowing students to use manipulatives, timelines etc. during assessments
- Achievement Level descriptors
- Accountable talk writing stems for all subject areas
- Posted compelling and supporting questions – social studies
- Scaffolds for inquiry-based instruction – social studies

- ReadyGen – Scaffolded Strategies Handbook
- Great Minds Curriculum Resources- inSync, Equip, Navigator, Affirm/Edulastic
- District Resources within Moodle/Google Classrooms
- Louisiana Believes State Planning Documents and Resources
- Discovery Education
- STPPS Writing Revolution Google Classroom/The Writing Revolution book and website
- Ready Math – i-Ready Mathematics
- Springboard
- Louisiana Math and ELA Content Leader

Actively Learn – Social Studies

**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		X										

**Data used to Evaluate Goal:**

LEAP 2025

**Middle of the Year Monitoring Results/Areas for Improvement: 0**

**End of the Year Results:**

**ENGLISH LEARNERS**

- Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc.
- Consider verbally interpreting: registration & enrollment process, counseling on eligibility for EL program, disciplinary hearings, orientation/back to school events, parent-teacher conferences, medical emergencies/nurse calls, school-wide announcements over intercom, meetings; etc.

**Goal #3 (English Learners):**

From Spring 2021 to Spring 2024, all EL students will progress at least one level 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)

**Supports and Strategies in Tier 1 (Core Instruction):**

Tier 1 (Core Instruction):

The focus of the instructional program for ELs in STPPS is to learn English while simultaneously meeting challenging state academic content and student academic achievement standards.

**Supports and Strategies in Tier 2 (Targeted Prevention):**

Programs include:

- Reading Interventions-Project Read, Amplify Instruction, and IRLA for Grade 3
- IRLA (supplement to core classroom instruction K-2nd Grades)

**Supports and Strategies in Tier 3 (Intensive Individual):**

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

**Programs include:**

- Project Read

**Resources needed:**

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

**Team Reflection:**

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<ul style="list-style-type: none"> <li>● <b>IRLA (supplement to core classroom instruction)</b></li> </ul>		
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● We're "Hear" For You! -Family Members/Teacher telephone conferences will be held after school. During this time, there will be a translator to effectively communicate with the parent/family member.</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            Translator            Stipend for Teachers/Translator            Colored Paper for Invitations            White Card Stock for At Home Activities</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>● Identification of ELs and language proficiency levels Differentiating instruction</li> <li>● Modifying curriculum to be more accessible to EL students</li> <li>● Understanding and using LEP accommodations effectively</li> <li>● SBLC considerations for English language learners (environmental, language and cultural)</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><u>Feedback from Teachers:</u></b></p>
<p><b>Follow Up and Support:</b></p> <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> </ul>		

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- ESL Integration Specialist meets with classroom teacher upon request to provide interventions for the classroom

**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		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
- LEAP/ LEAP Connect

**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.:**

School/Parent Family(PF) communication is essential to promote optimal success. All grade levels' school/PF communication is delivered through several means.

- All teachers have a classroom daily communication source. This communication source is a vital means of school/classroom communication between school/home. A multitude of information regarding academics, behavior/conduct grades, homework assignments, upcoming assessments, school/classroom events are communicated through the classroom daily communication source.
- Flyers promoting school/classroom/Title I information are also sent home in the classroom daily communication source. *Title Tidbits* is an example of a monthly flyer that relays pertinent information relating to the Data Analysis, SAP, curriculum, assessments, student progress, and Title I topics.
- Classroom daily communication sources allow teachers/parents/family members to continually maintain correspondence between home/school.
- The school's website has pertinent information encompassing all aspects of the school. There is a Title I section within the website where parent/families can glean important information relating to Title I topics/Parent Family Events (PFE). Parent/families are also encouraged to give their valuable input/feedback by utilizing the "Comments" link. This way they can play a vital role in the development of the School Advancement Plan(SAP) as well as other educational topics.
- Each teacher has a classroom webpage through the Student Progress Center, which includes a wealth of information focusing on academics, grades, lesson plans, homework, and classroom/school events.
- Robocalls are another means of communication. These are sent out to PF to relay district and school information.
- Currently, Parent Family Event PFEs are done through telephone conferences with each student's family. The content communicated during these PFEs center on curriculum, assessments, and student progress. Handouts reflecting the PFE content are sent home after the PFE in the classroom daily communication source.
- PF Conferences, SBLC Meetings, IEP and IAP Meetings are also effective means of communication with PFs.
- Stakeholders always have the opportunity to voice their feedback through the feedback link on the school's website.

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

- Due to the COVID-19 Pandemic the typical Monthly Title/PTA meetings that were held so that Data Analysis/SAP/PFE topics were addressed and all in attendance had a voice in all Title topics relating to school decisions, will not be held until further notice. Instead, a document called, *Title I Tidbits* will be

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created to outline the Title topics that would have been formally addressed in monthly Title/PTA meetings. A monthly flyer will be sent home with all students relaying this information. This will also be posted electronically, giving stakeholders the opportunity to give welcomed feedback. The title flyers, *Title Tidbits*, address school decisions, including how Title I funds are being spent to most effectively meet the needs of the students as well as staff members. The flyer will also keep stakeholders abreast of the evolving SIP, PFE, information, and important academic events/decisions.

**Resources Needed to Support Parent and Family Engagement:**

- Assorted Colored Paper for PF Communications such as Invitations/Flyers/Handouts
- White Card Stock for Extended Learning/Handouts
- Home/School Communication folders
- Graphic Arts for Extended Learning Packets for Summer

**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		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:**

- Beginning of the year assessments are administered-
  - Kindergarten-Third Grade- DIBELS 8th and Independent Reading Level Assessment (IRLA)
  - Kindergarten-DRDP-K
  - Readiness Assessments- Kindergarten-Second Grade- Math and First and Second Grade-ELA
- Third Grade-LEAP 360 Diagnostic ELA/Math Assessments
- The assessment results/data is analyzed by teachers and the intervention team, which consists of administration, TRT, interventionist, and TAT/SBLC/504 chair.
- Based upon the results, students are placed in intervention groups according to their specific needs and the Triad of Instruction, TIER 1, TIER 2, and TIER 3.

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

- Interventions are only done for the recommended amount of time/duration according to the Triad of Instruction. Additionally, each grade level has a built-in common intervention period so that all other time is allocated to core instruction and required instructional minutes are met.

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

- English Language Arts-Kindergarten-Third Grade-Amplify Instruction, IRLA (Independent Reading Level Assessment), Project Read, S.P.I.R.E, Fast Forward (Speech/Language), SALSA (Prek/K), Ready Gen (K-2), Guidebooks (3rd), and The Writing Revolution(3rd)
- Math-Kindergarten-Third-Eureka Math, Eureka Equip, Zearn, Reflex Math (2nd and 3rd), Gizmos (3rd)

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

- All students receiving interventions will be progressed monitored either weekly, bi-weekly, or monthly, depending on the tier level. The progress monitoring will be done by the staff member administering the intervention. Since the progress monitoring is done electronically, the data will be recorded/tracked to ensure progress monitoring is done with fidelity. The data will be analyzed to determine the effectiveness of the intervention.

**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		X										

**Resources Needed to Support Interventions:**

Three Certificated Part-Time Tutors  
 White Cardstock  
 Binders and Tab Dividers  
 Page Protectors

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Manila and Colored Folders  
Pencil Boxes  
Yellow Highlighters

**Middle of the Year Monitoring Results:**

DIBELS 8th

**End of the Year Results:**

## 6. SUPPORT AND EXTENDED LEARNING

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

- All students attend music, art, physical education, and library classes throughout the school week that enrich/extend learning. These classes are led by certified teachers who follow a parish instructional curriculum.
- Students can also participate in a Strings Program based on the Suzuki Method. The program teaches fundamental and listening skills, fostering young musicians.
- In-school field trips such as the Zoomobile, plays and musical performances engage students in hands-on, extended learning activities.

### Resources needed:

Art, Music, PE, and Library Guaranteed Curriculum  
 Materials needed to support the curriculum, including but not limited to instruments, art supplies, athletic equipment, and library books  
 Strings Program and Instructor

### 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.):

- 21<sup>st</sup> Century is a program that enhances and extends student learning.

“Aspire’s aim is to empower students to reach their full academic and social potential, developing strong, civic minded citizens who are well prepared for college and careers. Through this program, the St. Tammany Parish Public School System operates four community learning centers that provide academic enhancement, recreation, and cultural activities for students, families and community members in St. Tammany Parish.”

- To improve academic achievement
- To provide enrichment activities that encourage positive youth development

### Resources needed:

Certificated and Non-Certificated 21<sup>st</sup> Century Staff  
 21<sup>st</sup> Century Curriculum  
 Materials for 21<sup>st</sup> Century

### 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		X		X						X		

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

- DIBELS 8<sup>th</sup>
- LEAP 2025
- 21<sup>st</sup> Century Student Quarterly Grades

### 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):**

- 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 them 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.

**Resources needed:**

Trust Based Relational Intervention and Trauma Informed Classroom Course \$350

**Services Provided by Counselor(s):**

- The counselor is to plan, coordinate, and implement a program which allows students to create individual plans for academic, personal/social and career goals; engage in broader school improvement efforts to ensure access to current trends; respond to changing student needs; and to plan a curriculum of activities aligned with data and school-specific needs. The counselor does both whole class lessons, group and individual student counseling.

**Resources needed:**

Trust Based Relational Intervention and Trauma Informed Classroom Course \$350

**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		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;*

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- *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:**

- When new students come to Chahta-Ima, they will receive an invitation to participate in a “Welcome Walk”. New students will meet with some classmates and take a tour of the school. They will also have a question/answer orientation type session. The school counselor will lead these sessions.
- Third Grade Students visit Bayou Lacombe Middle School towards the end of the school year. During this visit, students meet the fourth grade teachers as well as the administration and other support staff while taking a tour of the school. During the transition visit, the 3rd grade teachers will conduct learning walks, observing the 4th grade teachers to continue to develop ways to make the transition from elementary to middle school as smooth as possible for the students. Students will complete a reflection survey relating to the visit at Bayou Lacombe and 4th grade.
- Kindergarten hosts a day for Head Start staff members, students and their family members to visit CIE. During this visit, the participants take a tour of the school, enjoy a snack, and participate in academic activities in the kindergarten classrooms. This also gives family members of Head Start students time to ask questions about the kindergarten program at CIE.
- Since some SWE work with other teachers, whether it be in a regular education setting, resource room, or other setting, it is a transition for these students. In order to ensure a smooth transition for the SWE, it is imperative that the students understand why they transition and that they feel the same level of comfort with each teacher/setting. Additionally, SWE teachers and Regular Education teachers work hand-in-hand to make sure SWE needs are met and transitioning is seamless. Parents of SWE are made aware of student transitions and both SWE/Regular Ed teachers conference with parents to ensure there is a clear understanding of academics/expectations/goals with each teacher/different settings. Finally, CIE and the feeder middle school, Bayou Lacombe Middle School SWE teachers and administrators meet to discuss the transitioning of SWE students. Several factors are discussed during this time in order to ensure a smooth transition from one school to the other.

**Resources needed:**

Assorted Color Paper for Invitations/Agendas/Handouts

**Parent and Family Engagement Activity:**

- Third Grade Students/Teachers/Parent/Families Visit Bayou Lacombe Middle School

**Resources needed:**

Assorted Color Paper for Invitations/Agendas/Handouts

**Chahta-Ima Elementary 2021-2024**

- Headstart Students/Teachers/Parents/Families Visit Chahta-Ima Elementary

**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		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:

- All PLCs will be held in one location so that everyone attending can co-collaborate.
- Teachers, instructional coaches, interventionists, administrators, TRT, and Supervisor will attend the meetings and everyone will be actively engaged in the collaboration process.
- Student data will be analyzed and school goals will guide PLC topics.
- PLCs will be productive, effective collaboration sessions with optimal results.

### Resources needed:

Each staff member in attendance will receive a stipend for one hour (\$) for before/after school participation.

Toner for printed data reports

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

- The PLCs will be conducted monthly on Tuesdays and Thursdays.
- Kindergarten, First, and Third Grades will meet on Tuesdays before school
- Pre-K and Second Grade will meet on Thursdays after school.
- The PLCs will be one hour each.
- The first PLCs were scheduled for September and the last ones are scheduled for April.

### 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		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:**

- Staff members continually take advantage of the professional development offered by the district.
- Administrators work hand-in-hand with staff members to ensure there is follow-through with required professional development.
- Administrators foster/encourage/promote staff members to advance in their positions and guide these members through the process (i.e. Helping Hands to Para).
- Many staff members also take professional development to enhance best practices, even if it is not required.
- Several staff members continue to advance collegiate degree levels, earning Master's Degrees or greater to further knowledge/certifications in education.
- Some staff members serve as LEAD Teachers in ELA/Math allowing them to share newly gained knowledge with colleagues through professional developments.
- Some staff members are currently enrolled in/have completed the district's LEAD Academy, which fosters educational leadership roles.
- Administrators/TRT also participate in extensive, on-going professional developments which often align with teachers so that there is a great understanding of curriculum content, teacher and student expectations.

**Resources needed:**

Go Sign Me Up  
 Parish and outside Professional Development Opportunities  
 Curriculum Specialists  
 Specific Materials aligned with Professional Development (i.e. Project Materials, Writing Revolution, IRLA...)

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

- Math Instructional Coach- Math Coach will support through PLC, modeling lessons with focus on the Math SAP goal, and facilitating PD to enhance teacher knowledge.
- ELA Instructional Coach- ELA Coach will support through PLC, modeling lessons with focus on the ELA SAP goal, and facilitating PD to enhance teacher knowledge.

**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		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):**

- The SAP Committee will oversee the entire SAP development process.
- Invitations/monthly *Title I Tidbits* will be sent to all stakeholders inviting them to view/respond to the SAP. The invitations will be made available in a variety of ways- sent home with students in classroom daily communication source and posted on teacher websites, as well as the school's website. Robocalls will also be placed to announce some of the meetings. Finally, teachers will explain the importance of the SAP process and the importance of stakeholder input during PFE's if they fall at an opportune time.
- Prior to the SAP being posted on the website, a summary of the SAP will be posted on the school's website, which will outline strengths, weaknesses, goals, and additional ways to achieve the goals. Parents/Families will be informed about the summary through a *Title I Tidbit*. Stakeholders will be encouraged to view and give input relating to the SAP overview by going to the "Comment" link.
- The "Final Copy" of the SAP will be posted on the school's website once it has been edited/approved by the district no later than November 14th, 2021. At this time, parents/families will again be informed through a *Title I Tidbit* and other forms of communication and will be encouraged to go to the "Comment" link and give feedback relating to the SAP.
- Parents will be involved with the SAP implementation process throughout the remainder of the 2021-2022 SY, understanding that the SAP is a living document, evolving through its implementation.

**\* During the COVID-19 Pandemic Safety Protocols, which only permits essential workers on school campuses, there will not be any in-person meetings.**

**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):**

### Faculty/Staff-

- Since the SAP is a living document, as evaluation results are available to rate the effectiveness of materials/programs, this is indicated in the SAP with supporting data/reflections. Faculty/Staff members who are aligned with the evaluation will play a role in reporting the evaluation results (i.e. PFE attendance/feedback).
- Additionally, the Instructional Leadership Team (ILT) will complete the final evaluation results of the school-wide plan at the end of the school year. A summary of the evaluation will also be created to be shared with faculty/staff. This information will be presented to the entire faculty either at the end of

### Chahta-Ima Elementary 2021-2024

the 21/22 SY or beginning of the 22/23 SY, depending on when the data is available.

- During this presentation, the evaluation results will be analyzed thoroughly to help in the development of the 22/23 SY SAP based on the effectiveness rates of the evaluations.

#### Parents/Families-

- Invitations will be sent to all stakeholders inviting them to give feedback relating to the evaluation of the SAP. The invitations will be made available in a variety of ways- sent home with students in classroom daily communication source and posted on teacher websites, as well as the school's website. Robocalls will also be placed to announce some of the meetings. Finally, teachers will explain the importance of the SAP evaluation and the importance of stakeholder input during PFE's if they fall at an opportune time.
- The school website will invite stakeholder feedback.
- A summary relating to the SAP evaluation for the 21/22 school year will be included in the 22/23 school year packet. Also, if any additional updated data/evaluation documentation becomes available, it will be sent home to all students as an updated document during the 22/23 SY.

#### **Describe how and when the school-wide committee will meet and discuss school programs implemented, as outlined in this document, to determine effectiveness and to assist in planning:**

- The school-wide committee will meet each month during ILT meetings to review data of implemented programs.
- During this time the effectiveness of the programs will be analyzed.
- Adjustments will be made in relation to the effectiveness of the programs.
- The data will continue to be reviewed to determine the effectiveness of on-going adjustments.

**2021-2024 Committee Members**

**School-wide Planning Committee**

Responsible for developing, monitoring, revising, and evaluating

**Members Include:**

- Administrator: Gary Marlborough
- Teacher: Kimberly Pechon/TRT
- Teacher: Shawnika Lewis/Math Instructional Coach
- Teacher: Elizabeth Laborde/ELA Instructional Coach
- Parent/Family: Elisee Roberts
- Parent/Family: Elizabeth Hooter
- Community Member: Lucinda Roberts

**Parent/Family Engagement Committee**

Responsible for the implementation of the PFE activities

**Members Include:**

- Administrator: Lica Graves
- Teacher: Anita Pankey
- Teacher: Phyllis Ducre
- Teacher: Caroline Vorenkamp
- Parent/Family: Ieshia Bedford
- Parent/Family: Candace Charbonnet
- Parent/Family: Charlotte Ducre

## 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