

**2021-2024**  
**SCHOOL ADVANCEMENT PLAN**

# **Florida Avenue 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
At the end of the 2020-2021 school year, kindergarten grew 45% in DIBELS Reading Foundational Skills, from 22% to 67%.	According to the DIBELS benchmark for 2020-2021, 49% of K-3 finished Below Benchmark.
In CLASS the average in Classroom Organization was 6.41 in Kindergarten, which is Excellent on the CLASS Ratings chart.	In CLASS the average score in Instruction Support was 4.35 in Pre-K and Kindergarten, which is Approaching Proficient on the CLASS Ratings chart.
According to LEAP 2025 in ELA 3-6, the strength is Reading Vocabulary; 42% of students scored strong.	According to LEAP 2025 in ELA 3-6, the weakness was Written Expression; 46% of students scored weak.
According to LEAP 2025 in Math 3-6, 43% of students scored strong in Fractions as Numbers and Equivalence	According to LEAP 2025 in Math 3-6, the weakness was Solving Multistep Problems at 70% of students scoring weak
According to LEAP 2025 in Social Studies, 16% of students scored strong in Economics	According to LEAP 2025 in Social Studies, 69% of students scored weak in Geography
According to LEAP 2025 in Science, 25% of students scored strong in Evaluate	According to LEAP 2025 in Science, 52% of students scored weak in Reason Scientifically
The highest domain average score for ELPT was Speaking at 550.593	The lowest domain average score for ELPT was Listening at 534.296
On the LEAP 2025 ELA assessment, ELL students scored 52 points in 2019	On the LEAP 2025 ELA assessment, ELL students dropped 39.1 points proficient from 52 points in 2019-2020 to 12.9 points in 2020-2021
On the LEAP 2025 ELA assessment, the 504 subgroup increased 17.2 points proficient from 44.3 points in 2019-2020 to 61.5 points proficient in 2020-2021	On the LEAP 2025 ELA assessment, the SWE subgroup dropped 5 points proficient from 31.9 points in 2019-2020 to 26.9 points in 2020-2021

## 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, K-3 students will increase reading achievement by increasing the percentage of students At or Above Benchmark on DIBELS 8th by 7% points each year as follow:

Grade	2021 EOY%	2022 EOY%	2023 EOY%	2024 EOY %
K	67%	74%	81%	88%
1st	48%	55%	62%	69%
2nd	40%	47%	54%	68%
3rd	52%	59%	66%	73%

#### Instructional Focus:

- Phonological awareness: Demonstrate understanding of spoken words, syllables, and sounds (RF.K.2 and RF.1.2)
- Phonics: Know and apply grade-level phonics and word analysis skills in decoding words (RF.3)

#### Resources needed:

- Amplify Instruction
- Amplify Reading
- ARC Bookshelf
- IRLA manual and data targets
- IRLA Foundational Skills Toolkit

#### Team Reflection:

#### Parent and Family Engagement Activity:

- Literacy Night
  - Activity: Show parents and students how to navigate Amplify Reading
  - Activity: Read books using ARC bookshelf & engage in extension activities
  - Activity: Google Classroom with Phonemic Awareness activities for students and parents
  - Activity: Read Around the School with parents and grandparents for

#### Resources needed:

- Paper
- Materials needed for Literacy Night
- Books for take-home reading

#### Number of Participants:

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

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<div>improving reading fluency</div> <ul style="list-style-type: none"><li>● Send Home Connect newsletter, which is located in Amplify, three times a year which summarizes DIBELS benchmark results.</li><li>● Send information home about student progress in IRLA that includes ideas of how parents can help their child at home</li><li>● Take-home reading for students and parents in grades K-3</li></ul>																																	
<div>Professional Development:</div> <ul style="list-style-type: none"><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>● How to analyze IRLA data to maximize rate of reading growth</li><li>● How to analyze DIBELS data and select appropriate lessons in Amplify Instruction to maximize growth</li><li>● Project Read training with district and support during PLC</li></ul>	<div>Resources needed:</div> <div>IRLA book sets</div> <div>Project Read Kits</div> <div>Instructional coaches</div> <div>PLC subs for reviewing data</div>																																
<div>Follow Up and Support:</div> <ul style="list-style-type: none"><li>● Instructional Coach-provide support with foundational skills planning, analyze DIBELS benchmark and progress monitoring and IRLA data with teachers</li><li>● Instructional Coach-model foundational skills lessons</li><li>● Curriculum Specialist to provide support teachers with PD and observation feedback</li><li>● PLC’s will focus on<ul style="list-style-type: none"><li>○ Analyzing student reading growth using Amplify/DIBELS progress monitoring</li><li>○ Analyzing student growth in IRLA</li><li>○ Plan for small group foundational skills instruction</li><li>○ Intervention Blocks by grade level</li></ul></li></ul>																																	
<div>Budgets used to support this activity:</div> <table><tr><td>Title I</td><td>GFF</td><td>Title II</td><td>LA4</td><td>IDEA</td><td>Title III</td><td>Title IV</td><td>Perkins</td><td>JAG</td><td>Bonds</td><td>DSS</td><td>CDF</td><td>ESSER</td><td>SCA</td><td>Other</td></tr><tr><td>X</td><td>X</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>				Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	X	X													
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other																			
X	X																																
<div>Monitoring and Evaluating</div>																																	

### Florida Avenue Elementary 2021-2024

**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/monitoring (conference data and district provided assessments)
- Guidebook culminating tasks

**Observations:**

- One administrator will visit every K-3 classroom during their foundational skills time at least once a month to conduct a snapshot
- The Instructional Leadership Team will visit each K-3 classroom at least once a month to conduct a snapshot during foundational skills instruction

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

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**Goal #2**  
**From Spring 2021 to Spring 2024, the percentage of students in each grade achieving Strong (Mastery or Above) on the ELA LEAP 2025 in the category of Written Expression for each cohort of students will increase by 7 points as follows:**

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
3	19	26	33	40
4	30	37	44	51
5	44	51	58	65
6	30	37	44	51

**Instructional Focus:**

- Writing within Guidebooks (Daily Writing and Unit Tasks Writing)
- Analyze Student Writing

**Resources needed:**

- TWR book and website
- STPPS Writing Revolution
- Google Classroom
- GB Writing Guide

**Team Reflection:**

**Parent and Family Engagement Activity:**

- Information on specific Writing Revolution strategies to use at home
- Literary Night - provide writing information or activity

**Resources needed:**

- TWR family friendly resources

**Number of Participants:**

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

**Professional Development:**

- Lesson Planning for Writing within Guidebooks
- The Writing Revolution Overview
- The Writing Revolution Focus on Specific Strategies
- Four Strategies for Effective Learning (focus on writing)

**Resources needed:**

- TWR book and website
- STPPS Writing Revolution Google Classroom
- GB Writing Guide
- Curriculum Specialists' guidance and support

**Feedback from Teachers:**

**Follow Up and Support:**

- ELA Content Leaders model writing lessons
- PLCs will focus on:
  - planning for writing instruction (within GB lessons/unit)

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- using common assessments to evaluate writing and TWR strategies
- tracking student writing
- Guidebook culminating task

#### 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:

- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks (CWT, ET, CRT)
- EOY: LEAP 2025

#### Observations:

- One administrator will visit every 4th-6th ELA classroom at least once a month to conduct a snapshot using the writing snapshot rubric.

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

#### End of the Year Results:

#### Goal #3

From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Strong (Mastery or Above) on the Math LEAP 2025 in the reporting category of Major Content Grade level subcategory (listed below) increase by 5% each year as follows:

Fourth Grade: Solve Multi-Step Problems

Fifth Grade: Solve Fraction Problems

Sixth Grade: Ratio/Rate

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
4 <sup>th</sup>	8%	13%	18%	23%
5 <sup>th</sup>	12%	17%	22%	27%
6 <sup>th</sup>	17%	22%	27%	32%

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<b>Instructional Focus:</b> <ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Fractions</li> <li>● Measurement</li> <li>● Place Value</li> <li>● Rational Numbers</li> <li>● Expressions, Equations and Inequalities</li> <li>● Ratio and Rate</li> </ul> <p>Math Content Leader Module Topic Instructional Strategies to Improve Curriculum Implementation Session</p>	<b>Resources needed:</b> <p>Materials and supplies needed for workstations and core instruction</p>	<b><u>Team Reflection:</u></b>
<b>Parent and Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>● Math Learning Night/Event to assist parents in understanding the importance of precise mathematical language, and how they could support at home to develop mathematical communication.</li> <li>● Communication of Assessments/Scoring Criteria using Progression to Mastery Rubrics specifically on items addressing major content</li> <li>● Send home LDOE Parent Support information</li> <li>● Curriculum Based Parental Support Letters to support at-home learning</li> </ul>	<b>Resources needed:</b> <p>Materials and supplies used for take-home/Google Classroom activities</p>	<b><u>Number of Participants:</u></b>  <b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b>
<b>PD Topics</b> <ul style="list-style-type: none"> <li>● Training on Assessment Guidance               <ul style="list-style-type: none"> <li>○ Utilizing High Quality Common Assessments</li> <li>○ Supports in rubric scoring and matching achievement scales</li> </ul> </li> </ul>	<b>Resources needed:</b> <ul style="list-style-type: none"> <li>● Great Minds Curriculum Resources- inSync,</li> </ul>	<b><u>Feedback from Teachers:</u></b>



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<ul style="list-style-type: none"> <li>○ Progress Monitoring</li> <li>● Training on Purposeful Planning <ul style="list-style-type: none"> <li>○ Annotating lessons and resources</li> <li>○ Integrating Targeted Remediation with Progress Monitoring</li> </ul> </li> <li>● Training on High Quality Instruction <ul style="list-style-type: none"> <li>○ Facilitating and Orchestrating Productive Mathematical Discussions</li> <li>○ Four Strategies for Highly Effective Instruction</li> </ul> </li> <li>● Training on use of Tier 1 Curricular Resources <ul style="list-style-type: none"> <li>● Math Content Leader Modules (<b>K – 5</b>)-Correlate to Major Content subcategory <ul style="list-style-type: none"> <li>○ Session 3: Represent and Solve Word Problems Involving Addition and Subtraction</li> <li>○ Session 4: Multiplication and Division of Whole Numbers and Word Problem Types</li> <li>○ Session 5: Number and Operations in Base Ten: <b>Place Value</b> and Fluency</li> <li>○ Session 6: Number and Operations – Fractions: <b>Understanding Fractions</b></li> <li>○ Session 7: Number and Operations – Fractions: <b>Operations with Fractions</b></li> </ul> </li> </ul> </li> </ul>	<p>Equip, Navigator, Affirm/Edulastic</p> <ul style="list-style-type: none"> <li>● Ready Math – i-Ready Mathematics</li> <li>● Louisiana Math Content Leader</li> <li>● District Resources within Guaranteed Curriculum/Google Classrooms</li> <li>● Louisiana Believes State Planning Documents</li> </ul>	
<p><b>Follow Up and Support:</b>  Leadership Team (Administrators, Math Content Leaders, Instructional Coach, Curriculum Specialist)</p> <ul style="list-style-type: none"> <li>○ Math Content Leader Module Support and Training</li> <li>○ Model lessons (Instructional Strategies and pedagogy) focusing on specific domain/module within content leader sessions connected to identified Major Content subcategory</li> <li>○ Purposeful planning for student tracking toward progress of identified standards within the sub-category needs area</li> <li>○ Analyzing assessments, feedback and next steps</li> <li>○ Walk Through and Look-fors</li> </ul>		

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<b>Budgets</b> 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													
<b>Monitoring and Evaluating</b>														
<b>Assessments</b> <ul style="list-style-type: none"> <li>• EOY: LEAP 2025</li> <li>• Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks and district/teacher created unit assessments</li> <li>• Interim LEAP 360 Reports</li> <li>• Equip Diagnostic Assessment Reports- identified standards/tracking</li> <li>• IReady Diagnostic Assessment Reports</li> <li>• Assessment Data- Topic/Lesson Quizzes, Mid- and End-of Unit Assessment Tasks, Performance Reports generated from Edulastic/Affirm</li> </ul>							<b>Observations:</b> <ul style="list-style-type: none"> <li>• One administrator will visit every 4th- 6th Math classroom at least once a month to conduct a snapshot using the “math Look-fors checklist”</li> </ul>							
<b>Middle of the Year Monitoring Results/Areas for improvement:</b>														
<b>End of the Year Results:</b>														

<p><b>Goal #4</b></p> <p>Science</p> <p>From Spring 2021 to Spring 2024, the number of students in each grade achieving Strong (Mastery or Above) on LEAP 2025 in science for each cohort of</p>
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students will increase by 7 students as follows.

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
4th	11	18	25	32
5th	17	24	31	38
6th	12	19	26	33

<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>● Implementing high quality instructional resources from the Guaranteed Curriculum.</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Google classroom and STPPS guaranteed curriculum.</li> <li>● Teacher steps to engage with phenomenon based learning and unit anchor phenomenon presentations.</li> <li>● Science lab materials</li> </ul>	<p><u><b>Team Reflection:</b></u></p>
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Understanding the shifts in science instruction.</li> <li>● Understanding the importance of building curiosity by engaging in unfamiliar phenomena.</li> <li>● Understanding the importance of building background knowledge.</li> </ul>	<p><b>Resources needed:</b></p> <p>Paper Materials for take-home science experiments</p>	<p><u><b>Number of Participants:</b></u></p> <p><u><b>Summary of Parent Feedback/Exit Tickets/Survey:</b></u></p>
<p><b>Professional Development:</b></p> <p><u><b>Priority 1:</b></u></p> <ul style="list-style-type: none"> <li>● <b>The “Why”:</b> shifts in science instruction, three dimensional and phenomenon based learning.</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Google classroom and STPPS</li> </ul>	<p><u><b>Feedback from Teachers:</b></u></p>

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- **High Quality Curriculum:** Louisiana Student Standards for Science, scope and sequence, 5E instructional pathway, 4 steps to engage with the phenomenon, and embedded unit support resources.

#### Priority 2:

- **Pedagogy:** Deep dive into unit specific 5E instructional pathway, annotating unit standards, and steps to engage in the unit phenomenon based learning,
- **Supports/Scaffolds:**
  - purposeful anchor charts, word walls (3<sup>rd</sup>-5<sup>th</sup>)
  - CER(R) writing checklist, three answer methods writing frames (6<sup>th</sup>-8<sup>th</sup>)

#### Priority 3:

- **Assessments:** Creating common assessments that are standard/3D aligned and in LEAP 2025 format, use of sample performance tasks, and LDOE reflective summaries.
- **Feedback:** Three stack sort to provide actionable feedback, opportunities for work revisions, and modified grading tools (ex: score conversion charts and writing rubrics).

#### **Follow Up and Support:**

- PLCs will focus on planning for high quality instruction, using common assessments to evaluate progress towards standard mastery, and analyzing student work using scoring rubrics to ensure consistency in grading, and analyzing and tracking student constructed and/or extended response writing.
- Curriculum Specialists
- Side-by-side planning and model lesson support with TRT/RHT, instructional coach, department team and/or individual teacher.

- guaranteed curriculum.
- Teacher steps to engage with phenomenon based learning and unit anchor phenomenon presentations.

#### **Budgets** used to support this activity:

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

## Monitoring and Evaluating

### Assessments:

- EOY: LEAP 2025
- Progress monitoring: District created readiness and benchmark assessment and sample unit performance task assessments.

### Observations:

- One administrator will visit every 4<sup>th</sup>-8<sup>th</sup> Science classroom at least once a month to conduct a snapshot using the district science observation 'Look-Fors' tool.
- Once a year the School Advancement Committee will visit every 4<sup>th</sup>-8<sup>th</sup> science classroom to conduct a snapshot using the Science Observation 'Look-Fors' tool.

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

### End of the Year Results:

### Goal #5

From Spring 2021 to Spring 2024, the number of students in each grade achieving Strong (Mastery or Above) on the LEAP 2025 in Social Studies for each cohort of students will increase by 10 students as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
4 <sup>th</sup>	2	12	22	32
5 <sup>th</sup>	9	19	29	39
6 <sup>th</sup>	6	16	26	36

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<b>Instructional Focus:</b> <ul style="list-style-type: none"> <li>● Inquiry-based instruction</li> <li>● Students developing and supporting claims through writing and speaking</li> </ul>	<b>Resources needed:</b> <ul style="list-style-type: none"> <li>● Google Classroom Resources (4-5)</li> <li>● Guaranteed Curriculum Moodle (6-8)</li> <li>● LDOE Resources</li> <li>● C3 Teachers (c3teachers.org)</li> <li>● Achieve 3000 and Actively Learn</li> </ul>	<b><u>Team Reflection:</u></b>
<b>Parent and Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>● Understanding the shifts in social studies instruction</li> <li>● Social Studies Night: Understanding the Importance of Critical Thinking in Order to Build an Informed Opinion</li> </ul>	<b>Resources needed:</b> Materials needed for take-home projects	<b><u>Number of Participants:</u></b>  <b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b>
<b>Professional Development:</b> <b><u>Priority 1:</u></b> <ul style="list-style-type: none"> <li>● <b>The “Why”:</b> Shifts in social studies instruction to inquiry based learning</li> <li>● <b>High Quality Curriculum:</b> Social Studies Instructional Pathway, Scope and Sequence, embedded unit resources</li> </ul> <b><u>Priority 2:</u></b> <ul style="list-style-type: none"> <li>● <b>Pedagogy:</b> Deep Dive into specific unit Social Studies Instructional Pathway and unit compelling question</li> <li>● <b>Pedagogy:</b> Planning for Inquiry-based Instruction</li> <li>● <b>Supports:</b> Embedding scaffolds that support reading, writing, and speaking about complex text; creating anchor charts &amp; student work displays to support student achievement</li> </ul> <b><u>Priority 3:</u></b> <ul style="list-style-type: none"> <li>● <b>Assessment and Feedback:</b> assessment building, actionable feedback</li> </ul>	<b>Resources needed:</b> Scholastic News	<b><u>Feedback from Teachers:</u></b>

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on assessments, grading tools														
<b>Follow Up and Support:</b> <ul style="list-style-type: none"> <li>PLCs will focus on planning for the use of inquiry-based instruction and claim development</li> <li>Curriculum Specialists</li> <li>Instructional Coaches – Model lessons</li> </ul>														
<b>Budgets</b> 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													
<b>Monitoring and Evaluating</b>														
<b>Assessments:</b> <ul style="list-style-type: none"> <li>EOY: LEAP 2025</li> <li>Progress Monitoring: District developed benchmark assessments</li> <li>Student proficiency on teacher created unit assessments</li> </ul>							<b>Observations:</b> <ul style="list-style-type: none"> <li>One administrator will visit 4<sup>th</sup>-8<sup>th</sup> Social Studies classroom at least once a month to conduct a snapshot to determine if lessons are driven through inquiry.</li> <li>Once a year, the School Advancement Committee will visit 4<sup>th</sup>-8<sup>th</sup> classrooms to conduct a snapshot to determine if lessons are driven through inquiry.</li> </ul>							
<b>Middle of the Year Monitoring Results/Areas for improvement:</b>														
<b>End of the Year Results:</b>														

<b>Goal #6</b>				
From Spring 2021 to Spring 2024, the percentage of students in the 3rd grade level achieving Strong (Mastery or Above) on the Math LEAP 2025 in the reporting category of <b>Expressing Mathematical Reasoning (Type II tasks)</b> increase by 7 percentage points each year as follows:				
Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
3rd	30%	37%	42%	49%

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<b>Instructional Focus:</b> <b>2021-2022</b> We will “express mathematical reasoning by constructing mathematical arguments and critiques” (written arguments/justification, critique of reasoning, or precision in mathematical statements, Facilitating Productive Mathematical Discussions/Discourse)  <b>2022-2023</b>  <b>2023-2024</b>	<b>Resources needed:</b> materials and supplies needed for math work stations and core instruction	<b><u>Team Reflection:</u></b>
		<b><u>Number of Participants:</u></b>  <b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b>
		<b><u>Feedback from Teachers:</u></b>
<b>Parent and Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>● Curriculum Based Parental Support Letters to support at-home learning</li> <li>● Math Learning Night/Event to assist parents in understanding the importance of precise mathematical language, and how they could support at home to develop mathematical communication.</li> <li>● Send home LDOE Parent Support information</li> </ul>	<b>Resources needed:</b> <ul style="list-style-type: none"> <li>● Paper</li> </ul>	
<b>Professional Development:</b> <ul style="list-style-type: none"> <li>● Mathematical Practices- focused primarily on MP.1, MP.3, &amp; MP.6</li> <li>● Orchestrating and Facilitating 5 Practices for Productive Mathematical Discourse</li> <li>● Examining Mistakes/Misconceptions for Effective Feedback</li> <li>● Precision in Mathematical Language</li> </ul>	<b>Resources needed:</b> <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> <li>● Equatio (3rd grade</li> </ul>	
<b>Follow Up and Support:</b> <ul style="list-style-type: none"> <li>● Math Content Leaders model lessons</li> <li>● PLCs will focus on planning for purposeful task selection, anticipating student strategies for solving problems, monitoring development, selecting student work samples, sequencing student work samples, connecting student work to the overall goal of the unit/module.</li> <li>● Curriculum Specialist</li> <li>● Instructional Coach- Model lessons to support productive math</li> </ul>		



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discussions and strategies for delivering effective feedback and analysis of student work	and up)													
<b>Budgets</b> 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													
<b>Monitoring and Evaluating</b>														
<b>Assessments:</b> <ul style="list-style-type: none"> <li>EOY: LEAP 2025</li> <li>Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks and teacher created unit assessments</li> <li>Interim LEAP 360 data to track progress toward LEAP Type II tasks</li> <li>Assessment Items specifically focused on Expressing Mathematical Reasoning (K-2 Benchmark assessment items)</li> <li>Observational Assessment Items within Equip to support justifications and explanation</li> </ul>								<b>Observations:</b> <ul style="list-style-type: none"> <li>One administrator will visit every 4<sup>th</sup> -8<sup>th</sup> Math classroom at least once a month to conduct a snapshot using the math look-fors document</li> </ul>						
<b>Middle of the Year Monitoring Results/Areas for improvement:</b>														
<b>End of the Year Results:</b>														

## 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*

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- 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 5% points each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
%	%	%	%
24.89	19.89	14.89	9.89

### Tier 1 (School wide):

- P.A.W.S daily with counselor, positive behavior reinforcement, morning circles, brain breaks, seating charts, school counselor guidance lessons on character and social emotional competencies, supportive counseling
- Triad of Instruction**
  - Second steps (PK-K)
  - Classroom Management Plan
  - Weekly Social Emotional Learning on Google Classroom
  - PBIS
  - Development of classroom culture
  - Supportive counseling not occurring on a regular basis
  - Classroom Guidance Lessons
  - Playground Protectors
  - Mentor Program to address bullying

### Resources needed:

Materials and supplies needed for PBIS celebrations

### Team Reflection:

### Tier 2 (Targeted Prevention):

- Lunch buddies and lunch with counselor and MHP, parent conferences, TAT with administration and counselor

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<ul style="list-style-type: none"> <li>● <b><u>Triad of Instruction</u></b> <ul style="list-style-type: none"> <li>○ Targeted social skills instruction</li> <li>○ Student specific reinforcement system</li> <li>○ Peer Based Supports</li> <li>○ Behavior Contracts</li> <li>○ Mental Health Counseling Services Individual and Groups</li> <li>○ Classroom Groups</li> <li>○ Small Group Counseling Groups</li> <li>○ Check in/Check out</li> </ul> </li> </ul>		
<p><b>Tier 3 (Intensive Individual):</b></p> <ul style="list-style-type: none"> <li>● Community supports, SBLC, home to school plans to improve relationships and create proactive plans</li> <li>● <b><u>Triad of Instruction</u></b> <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 Groups</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> </li> </ul>		

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<b>Parent and Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>● Monthly Zoom with counselor and MHP to share parenting strategies</li> <li>● Tiger of the Month</li> <li>● Special activities for parents and families that can incorporate presentations on topics related to school family connections</li> <li>● P.A.W.S</li> </ul>		<b>Resources needed:</b>  Timesheets for PI events after school Materials and supplies for PI events		<b>Participation Outcome:</b>  <u><b>Parent Feedback/Exit Tickets/Survey:</b></u>										
<b>Professional Development:</b> <ul style="list-style-type: none"> <li>● Adult SEL for all staff-five core competencies including self-awareness, self-management, social awareness, relationships skills, responsible decision-making</li> <li>● Adult Wellness Self-Care</li> <li>● Conscious discipline</li> <li>● Stress Management</li> <li>● Classroom Management Plan</li> </ul>		<b>Resources needed:</b>  District behavior specialist  Materials and supplies needed for planned programs for adults through the year		<b>Feedback from Teachers:</b>										
<b>Follow Up and Support:</b> <ul style="list-style-type: none"> <li>● Weekly TAT meetings - scheduled with MHP, counselor, admin and teacher to provide support; including data reviews, BIPs and FBAs, parent and classroom support</li> <li>● Behavior coach-social emotional Google Classroom and Classroom Management Plan</li> <li>● Surveys for faculty to determine need for follow-up support</li> <li>● Classroom observations-proactive classroom management plans</li> <li>● Coaching</li> </ul>														
<b>Budgets used to support this activity:</b>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													

## Florida Avenue Elementary 2021-2024

### Data used to Monitor and Evaluate Goal:

- Discipline data will be reviewed every 9 weeks to determine the percentage of discipline referrals, identify the location with the most referrals, identify the incident with the most referrals, and identify groups (grade-levels, teachers, etc.) that are receiving more referrals than others
- Student and teacher feedback, focus groups, class observations, non-instructional space observation, meeting minutes, discussions during TAT

### Middle of the Year Monitoring Results/Areas for Improvement:

### End of the Year Results:

## STUDENTS WITH EXCEPTIONALITIES

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

### Goal #2 (SWE):

From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by \_\_\_\_ points each year as follows:

2020-2021 SPS	2021-2022 SPS	2022-2023 SPS	2023-2024 SPS

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

- Students are given baseline assessments and given appropriate interventions.
- Students are progress monitored and given an opportunity to improve through small group instruction.
- If students are not making adequate progress, students are referred to the TAT committee for more targeted interventions and data collection for potential SWE evaluation/referral.

### Team Reflection:

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

- Each PLC has a "SWE Hour" in which teachers collaborate together for instruction and assessment.
- SWE teachers participate in grade-level/subject-specific PLCs to address curricula needs.

### Team Reflection:

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

### Resources needed:

### Team Reflection:

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<ul style="list-style-type: none"> <li>● IRLA, Ready Gen, Guidebooks, Unique Learning and News 2 You (Moderate, Severe, RNC), Amplify Reading, Writing Revolution, Achieve 3000, Eureka Math, Eureka In Sync, Eureka Equip, Eureka Affirm, Reflex Math, Gizmos, Ready, i-Ready</li> </ul>		
<p><b>Supports and Strategies in Tier 2 (Targeted Prevention):</b></p> <ul style="list-style-type: none"> <li>● Amplify Instruction, IRLA, S.P.I.R.E (Pilots), Project Read (Small Group), Fast ForWord, Guidebook Support, Achieve 3000 (Print Materials – Small Group), Eureka Equip, Zearn (Small Group), Reflex Math, Ready Math (Small Group)</li> </ul>		
<p><b>Supports and Strategies in Tier 3 (Intensive Individual):</b></p> <ul style="list-style-type: none"> <li>● Amplify Instruction, IRLA, Project Read (Small Group), PCI (Moderate, Severe, RNC), Achieve 3000 (Personalized Learning Path), SRA (only with IEP), Eureka Equip, Zearn (Small Group), Reflex Math, i-Ready</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>● Read and Write/ Equatio</li> <li>● Actively Learn –</li> </ul>	

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	Social Studies	
<b>Parent and Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>• Literary/Math Night</li> <li>• Family Informational Fair</li> </ul>	<b>Resources needed:</b>  Materials and resources needed for take home activities	<b><u>Participation Outcome:</u></b>  <b><u>Parent Feedback/Exit Tickets/Survey:</u></b>
<b>Professional Development:</b> <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, Linguistics, Written Expression, Report Form</li> <li>• Amplify</li> <li>• Ready Gen</li> <li>• Zearn</li> <li>• Gizmos</li> <li>• Eureka Math, In Sync, Affirm, Equip</li> <li>• Ready, i-Ready</li> <li>• Reflex Math</li> <li>• Dibels</li> <li>• IRLA</li> <li>• Achieve 3000/Actively Learn</li> <li>• Unique Learning/News 2 You</li> <li>• Discovery Education</li> <li>• Desmos/Calculator instruction</li> <li>• Accountable talk/mathematical discussions</li> <li>• SER, FBA, BIP trainings</li> <li>• Monthly SWE consultants meetings</li> </ul>	<b>Resources needed:</b> <ul style="list-style-type: none"> <li>• GB Diverse Learners Guide</li> <li>• GB Supports Flow Chart</li> <li>• ReadyGen – Scaffolded Strategies Handbook</li> <li>• Universal Design for Learning (UDL)</li> <li>• Achieve 3000 sentence and paragraph writing frames</li> <li>• Adapted Novels</li> <li>• Writing Scaffolds built in The Writing Revolution</li> <li>• Companion documents with scaffolds (Guidebooks 2020)</li> <li>• Manipulatives– Concrete Models</li> <li>• Representing</li> </ul>	<b><u>Feedback from Teachers:</u></b>
<b>Follow Up and Support:</b> <ul style="list-style-type: none"> <li>• Leadership Team (Administrators, Content Leaders, Instructional Coaches, Curriculum Specialists, Interventionists, SWE Consultants)               <ul style="list-style-type: none"> <li>○ ELA and Math Content Leader Module Support and Training</li> <li>○ Model lessons - Instructional Strategies, pedagogy and</li> </ul> </li> </ul>		

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<div>scaffolding</div> <div><ul style="list-style-type: none"><li>○ Purposeful planning for student tracking toward progress of identified standards and/or IEP goals.</li><li>○ Analyzing assessments, feedback and next steps</li><li>○ Walk Through and Look fors</li></ul></div> <div><ul style="list-style-type: none"><li>● One administrator will visit every SWE classrooms at least once a month to conduct a snapshot using the _____ rubric (subject area look fors)</li><li>● Once a year the Instructional Leadership Team will visit every classroom to conduct a snapshot using the _____ rubric (subject area look fors)</li></ul></div>	<div>Math problems through Modeling</div> <div><ul style="list-style-type: none"><li>● Anchor Charts</li><li>● Desmos/Calculator instruction (6-12)</li><li>● allowing students to use manipulatives, timelines etc. during assessments</li><li>● Read and Write/Equatio</li><li>● Achievement Level descriptors</li><li>● GIZMOs –Explore Learning Online simulations</li><li>● Accountable talk writing stems for all subject areas</li><li>● Posted compelling and supporting questions – social studies</li><li>● Scaffolds for inquiry-based instruction – social studies</li></ul></div>																															
<div>Budgets used to support this activity:</div> <table><tr><td>Title I</td><td>GFF</td><td>Title II</td><td>LA4</td><td>IDEA</td><td>Title III</td><td>Title IV</td><td>Perkins</td><td>JAG</td><td>Bonds</td><td>DSS</td><td>CDF</td><td>ESSER</td><td>SCA</td><td>Other</td></tr><tr><td>X</td><td>X</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>			Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	X	X													
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X	X																															



## Florida Avenue Elementary 2021-2024

### Data used to Evaluate Goal:

- EOY: LEAP 2025
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, District/teacher created unit assessments, Unit Tasks/ Culminating Writing Tasks
- Equip Diagnostic Assessment Reports- identified standards/tracking
- Assessment Data- Topic Quizzes, Mid- and End-of Module Assessment Tasks, Performance Reports generated from Edulastic/Affirm
- IReady Diagnostic Assessment Reports
- Dibels
- LEAP Connect/ Unique Learning assessments
- 1 minute Fluency assessments
- District Readiness Benchmark/End of Year (K-2)
- 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

### Middle of the Year Monitoring Results/Areas for Improvement:

### 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):

- full English language immersion with push-in support

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

- Fast ForWord/Reading Assistant
- Achieve 3000

### Resources needed:

Tracking form for ELL teacher

### Team Reflection:

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<b>Supports and Strategies in Tier 3 (Intensive Individual):</b> <ul style="list-style-type: none"> <li>● Project Read</li> </ul>	Resources in Spanish to support parents at home with learning																															
<b>Parent and Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>● EL ARC Bookshelf Activity Night</li> <li>● LEAP Presentation</li> <li>● Additional Resources to supplement learning at home</li> </ul>	<b>Resources needed:</b> EL Outreach documents for families	<b><u>Participation Outcome:</u></b>  <b><u>Parent Feedback/Exit Tickets/Survey:</u></b>																														
<b>Professional Development:</b> <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>	<b>Resources needed:</b> EL Team	<b><u>Feedback from Teachers:</u></b>																														
<b>Follow Up and Support:</b> <ul style="list-style-type: none"> <li>● Whole classroom observations</li> <li>● Small group observations (based on previous ELPT achievement scores)</li> <li>● EL Team Presentation/Q&amp;A during PLCs</li> </ul>																																
<b>Budgets</b> used to support this activity: <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <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 align="center">X</td> <td align="center">X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>			Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	X	X													
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X	X																															
<b><u>Data used to Evaluate Goal:</u></b> ELPT																																
<b>Middle of the Year Monitoring Results/Areas for Improvement:</b>																																
<b>End of the Year Results:</b>																																

## 4. PARENT AND FAMILY ENGAGEMENT

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

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

- Google Classroom Meet & Greet - review District Student Progress Center and assessments for specific grade-level, grade level expectations, standardized testing
- Parent Compacts, PFE policies
- Robo Calls to inform parents about upcoming academic activities
- Monthly calendar with events sent home and posted on Web site
- Weekly graded folders – entire school sends home folder with graded papers on Wednesday –school policy so that all folders go home on the same day
- IEP progress reports for SWD – targeting IEP goals and progress
- Agendas are used with 3<sup>rd</sup> – 6<sup>th</sup> to communicate with parents for homework, Title 1 events, and daily communication with students when necessary. For grades K-3<sup>rd</sup> weekly newsletters are sent home and posted on teacher websites.
- Google Live Parent Events for 20-21 due to Covid, parents will be given the opportunity to participate in Google Live events with teachers using Chrome books
- Parent conferences and TAT
- IAP conferences with 5th grade parents for students scoring below Basic on the LEAP 2025
- Numerous take-home activities across the curriculum that include standard based learning task and exit ticket

### Florida Avenue Elementary 2021-2024

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

- Parent conferences are held with teachers, parents, administration and counselor to address students struggling with academic and behavioral issues. This is the first step for intervention. Teachers are required to hold one conference a year and as needed for students needing interventions. Teachers communicate with parents through Good News Calls – calling at least 2 students a week.
- SBLC meetings are the second step for the intervention process. SBLC meetings are held with parents, administration, teachers and pupil appraisal to address specific and academic concerns, review and revise as needed. Referrals for evaluations are determined with SAT team and parent
- IEP meetings are held a minimum of once a year with parents, teachers and service providers to determine individual goals to achieve academic and behavior success in the classroom.
- GOOGLE Classroom with grade levels to share the curriculum and what is being taught in the classroom

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

- Materials and supplies in Spanish to support ELL students and family
- Materials and resources needed for take-home learning opportunities including science materials, reading resources, and math manipulatives for parents to use at home
- WiFi provided by IT department when necessary

#### **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:**

- Based on data from DIBELS, Math Readiness Scores, and LEAP 2025 students receive interventions that target specific deficit needs.
- DIBELS Progress Monitoring, IRLA, exit tickets, and unit/topic assessments are used to monitor student progress.

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

- Each grade level has a designated time set aside each day for an Intervention Block. This time is separate from the core instruction time.

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

- Project Read, Amplify Instruction, Fast ForWord, IRLA, Zearn, Reflex Math, Achieve 3000, & Equip
- All interventions are based on Tiered Instruction Model provided by District

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

- Progress monitoring results are reviewed at PLCs and interventions are adjusted as needed.

**Budgets** used to support this activity:

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

**Resources Needed to Support Interventions:** Staff/personnel, adjusting schedules, Project Read Manuals, IRLA kits and manuals, classroom computers/Chromebooks, & headphones

**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.)

- Due to Covid, field trips will continue to be limited and offered only when all Covid restriction are in place, for example, outdoor plays held at Slidell High School, and on campus field trips to provide social distancing
- Students receive weekly sessions for art, music, physical education, and club opportunities once a month for grades 4th - 6th: Say Hello, Save Promise Club, Student Government
- Band and Choir are offered for 4th - 6th grade students
- Strings Program
- Backpack for Kids, Junior Achievement
- Girls on the Run
- Sign Language Club
- Broadcast Club
- Robotics
- Good News Club
- Intramural sports
- Art Day
- Science Day
- Math Day
- Reading Around FAE Day

### Resources needed:

Materials and resources needed for planned activities

Backpacks provided by Junior Achievement

Materials and supplies needed for clubs

### 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.):

### Resources needed:

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- Before and After Care - homework tools and support from Slidell High Students
- 21st Century
- Boys and Girls Club
- After School tutoring: January - 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													

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

- Exit tickets, pre- and post-assessments for after school tutoring

**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 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. The school's administrators will monitor implementation of the MHP program.
- Mentor counseling
- Terrific Tiger
- Pawsome Tip of the Day

**Resources needed:**

**Materials and resources needed for Terrific Tiger and PAWS**

**After school stipends for MHP and Counselor to provide virtual trainings for parents**

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<ul style="list-style-type: none"> <li>● Parent counseling</li> <li>● Meets with Admin weekly to discuss Red kids and develop plans</li> </ul>																															
<p><b>Services Provided by Counselor(s):</b></p> <ul style="list-style-type: none"> <li>● The counselor provides both in-class lessons, small group sessions, and 1-on-1 sessions.</li> <li>● PBIS program.</li> <li>● 504 students.</li> <li>● Truancy concerns.</li> <li>● Playground Protectors.</li> <li>● Lunch Bunch.</li> <li>● KIT program.</li> <li>● Meets with Admin weekly to discuss Red kids and develop plans based on Tiered instruction</li> </ul>	<p><b>Resources needed:</b>  <b>Materials and resources needed for Lunch Bunch and KIT program if needed</b></p>																														
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X	X																														
<p><b>Team Reflection:</b></p>																															

## 8. TRANSITION ACTIVITIES

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

- *coordinating supports at key transition points and preparing students for successful transition within the PK-12 system and beyond;*
- *familiarizing the student and family with the structures, routines, and expectations of new settings/schools; and*
- *preparing students for postsecondary transition.*

<p><b>Transition Activities for Students:</b></p>	<p><b>Resources needed:</b></p>
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### Florida Avenue Elementary 2021-2024

<ul style="list-style-type: none"> <li>A Day in the Life of a Kindergartener: Kindergarten teachers present information to PK parents on the curriculum, “I Can” statement goals, grade level expectations, DIBELS, and offer at-home academic support strategies for the summer.</li> <li>2<sup>nd</sup> to 3<sup>rd</sup> for LEAP: 3<sup>rd</sup> grade teachers present information to parents regarding the transition to standardized testing (LEAP 2025).</li> <li>6<sup>th</sup> to Jr High: The feeder school Jr High principal comes to the school to speak with the 6<sup>th</sup> grade class regarding expectations and the transition to jr. high academics. 6<sup>th</sup> graders are also offered the opportunity to participate in a Tiger Walk, which allows students a chance to explore the jr. high campus. Due to Covid - the sixth grade transition will be virtual using Google Classroom</li> <li>New Student breakfast: All new students attend a breakfast and scavenger hunt led by the librarian to introduce students to FAE, faculty and staff, and services provided for students</li> </ul>	<p>Materials and resources needed for transition activities, after school stipends for parent presentations, and materials for new-student breakfast</p>																														
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>Two Virtual ELL events are held with parents to introduce what services are provided to help parents at home with English Language Learners</li> <li>One virtual event is held in the Spring to provide 3rd- 6th parents with tools and expectations for standardized testing</li> </ul>	<p><b>Resources needed:</b> Translator for ELL events</p>																														
<p><b><u>Participation Results:</u></b></p>																															
<p><b><u>Feedback from Parents/Families:</u></b></p>																															
<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>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>		Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	X	X													
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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:

- Each PLC is grade level or subject specific. Pre-K and SWE are each a half day. Kindergarten, first, and second grade each have their own PLC day. Third grade is split into two half-day sessions. The first half-day is subject specific, and the second session grade level specific. Grade levels 4-6 meet together by subject for a day of PLC. Administration and Instructional Coaches are present for all PLCs with the specified teachers. Curriculum Specialists are often invited to come share knowledge as well. Teachers are given time for data analysis, subject planning (assessment and small groups are included), and professional development when needed.
- Teachers are expected to participate in discussion and collaboration, bring data, bring planning modules/unit materials, plan for Tiger Block(intervention), and receive professional development when needed based on data and planning.

### Resources needed:

- PLC Room
- Instructional Coaches
- Curriculum Specialists
- Administration
- Substitutes
- Materials and supplies needed for PLC

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

- PLC is once a month. Each grade level is scheduled as mentioned above in grade level order. The grade levels meet for an entire day each month.

### Budgets used to support this activity:

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

### Middle of the Year Reflection/Areas for Improvement:

### End of the Year Feedback from Teachers:

### Areas for Improvement:

## 10. OTHER PROFESSIONAL DEVELOPMENT

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

### Other Professional Development:

- American Reading Company Learning Walks
- The Writing Revolution PD Days
- Eureka PD
- IRLA

### Resources needed:

- American Reading Company
- IRLA
- TWR Manuals and Website
- Great Minds
- Equip
- inSync
- Eureka Manuals

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

- The ELA Coach will be directly supporting grades K-2 with Core IRLA implementation. There will be specific focus with grades 2 and 3 in building reading foundational skills. She will assist grades 4-6 in PLC and PD with TWR to improve written expression.
- The Math Coach will be directly supporting grades 4-5 with Eureka Math. There will be a specific focus on Solving Multi-Step Problems. She will assist grades 4-5 with PLC and PD in Eureka.

### 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):**

- SAP Committee invites at least 5 parents to plan parent events, share school decisions including title 1 budgets, SAP, academic achievement
  - SAP committee will meet in October to review plan with parents
  - SAP committee will meet in March to review SAP and goals with parent input
- SAP is shared on Web Page, displayed in office and SAP is shared with parents through Yearly Google Event allowing for comments and suggestions

**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):**

- SAP will be shared with all parents in November through Power Point shared on Google Classroom
- SAP will be shared with faculty during November faculty meeting

**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:**

- SAP committee will meet on September 16 to review data
- SAP committee will meet October 4 to create SAP
- SAP committee will meet in December, January, and May to review and discuss school programs - tracking progress or lack of progress with students using the programs outlined in SAP

**2021-2024 Committee Members**

**School-wide Planning Committee**

Responsible for developing, monitoring, revising, and evaluating

**Members Include:**

- Administrator: Kimberley Burgoyne
- Teacher: Jackie Kranz
- Teacher: Kellee McClain
- RHT: Terri Picou
- Parent/Family: Magen Mackie
- Parent/Family: Sheila Guthrie
- Instructional Coaches: Mindy Schayot & Catina Walker
- Community Member: Meghan Haggerty
- Student: Kinsey Colgin

**Parent/Family Engagement Committee**

Responsible for the implementation of the PFE activities

**Members Include:**

- Administrator: Kimberley Burgoyne
- Teacher: Jennifer Johns
- Teacher: Sarah Mathews
- Teacher: Janene Bulloch
- Parent/Family: Erin Wright
- Parent/Family: Marice Collins

## 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