

**2021-2024  
SCHOOL ADVANCEMENT PLAN**

**Whispering Forest  
Elementary**



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

**Whispering Forest Elementary 2021-2024**

**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.*

| <b>STRENGTHS</b>  | <b>WEAKNESSES</b>   |
|---|---|
| At the end of the 2020-2021 school year, 65% of third graders scored Mastery or Advanced in Mathematics on the LEAP 2025.   | The sub-group economically disadvantaged students' scores have decreased in the subject areas English Language Arts (13%), Mathematics (5%), Science (5%), and Social Studies (15%) throughout the years 2018-2021. |
| By the end of the 2020-2021 school year, 71% of students were at Benchmark or above on the DIBELS measures, which is equivalent to district end of the year data. | Whole School LEAP data has shown a decrease of 4.5% in the subject area of Social Studies in the specific areas of economics, geography, and history throughout the years of 2018-2021.                             |
| At the end of the 2020-2021 school year, Pre-Kindergarten teachers scored at an excellent rating with a CLASS score of 6.4.                                       | According to the Title I Parent Survey, parents feel as though they are not aware of the Title I program, or school based activities.   |
| Throughout the 2020-2021 school year, the school’s discipline referrals decreased by 60%.   |   |
| The Louisiana Educational Assessment Plan showed that 54% of third grade students scored at Mastery or Above in the area of Reading in 2020-2021.                 |   |
| The sub-group Students with Exceptionalities have steadily increased in both English Language Arts (4%), and Mathematics (5.3%) between the years 2018-2021.      |   |
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## 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 of 2021 to Spring 2024, the percentage of students in 3rd grade level achieving Mastery or Above on the LEAP 2025 in the reporting category of Modeling and Application will increase by 3 percentage points each year as follows:

From Spring 2021 to Spring 2024, K-2 students will increase the percentage of performance on items specifically addressing modeling on K-2 Math District Readiness Assessment by 3 percentage points each year.

| Grade | 2021 Score | 2022 Goal | 2023 Goal | 2024 Goal |
|-------|------------|-----------|-----------|-----------|
| K     | 74%        | 77%       | 80%       | 83%       |
| 1st   | 91%        | 94%       | 97%       | 100%      |
| 2nd   | 86%        | 89%       | 92%       | 95%       |
| 3rd   | 57%        | 60%       | 63%       | 66%       |

### Instructional Focus:

- 2021 -2022: We will engage in solving math problems within a context by modeling to solve and represent the situation.
- 2022 - 2023:
- 2023 - 2024:

### Resources needed:

Great Minds Curriculum - inSync, Equip, Navigator, Affirm/Edulastic

District Resources within Guaranteed Curriculum/Google Classrooms

Louisiana Believes State Planning Documents

### Team Reflection:

**Whispering Forest Elementary 2021-2024**

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| <p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Curriculum Based Parental Support Letters to support at-home learning</li> <li>● LDOE Parent Support Information</li> <li>● Communication of Assessments/Scoring Criteria using Progression to Mastery Rubrics specifically on items addressing modeling and application</li> </ul>  | <p><b>Resources needed:</b></p> <p>paper</p>   | <p><b>Number of Participants:</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>● Problem-Situations/Contexts - exploration of various problem types and representations used to model situations.</li> <li>● Mathematical Practices - MP.1 (Make sense of problems 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> <p>substitutes</p> <p>teacher stipends for after school PD</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>● Math Content Leaders model lessons focused on modeling problem situations within a context</li> <li>● PLC's will focus on planning for assessment review of Type III tasks, student work (analysis of student entry point into problems solving application tasks), identification of standards with the intended component of Rigor as Application.</li> <li>● Curriculum Specialist provides specific PD based on gal identified/follow up support</li> <li>● Curriculum Specialist support to Content Leaders &amp; Math Instructional Coach Support</li> </ul> |  |  |

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- Instructional Coach-Model lessons focused on supporting representations of solving problems/tasks

**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:**

- LEAP 360 DIAGNOSTIC/INTERIM DATA TO TRACK TYPE III RESPONSES
- Assessment items specifically focused on Modeling on K-2 Math District Readiness and Benchmark Assessments
- Assessment items identified as Modeling and Application Mid- and End-of Module Assessment Tasks (Progression to Mastery Rubric used to score student work)
- EOY: 3rd grade LEAP 2025, K-2 Math District Assessments

**Observations:**

- One administrator will visit every K-3rd grade math classroom at least once a month to conduct a snapshot using the “math look-fors” checklist.

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

**End of the Year Results:**

**Goal #2**

From Spring 2021-2024, the percentage of students in each grade achieving Mastery OR Above on the LEAP 2025, in the category of written expression for each cohort of students will increase by 4 percentage points as follows:

| Grade | 2021 score | 2022 Goal | 2023 Goal | 2024 Goal |
|-------|------------|-----------|-----------|-----------|
| 3rd   | 29%        | 33%       | 37%       | 41%       |

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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>● Evidence-Based Writing</li> <li>● Types of Writing (Narrative, Opinion, Informational)</li> <li>● Analyzing Student Writing</li> </ul>   | <p><b>Resources needed:</b></p> <p>The writing Revolution book, website, Google classroom</p> <p>GB Grammar Guide (grade level writing samples)</p> <p>GB Writing Guide</p> <p>GB Language Tasks/Mentor Sentences</p> | <p><b><u>Team Reflection:</u></b></p>   |
| <p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Information on Specific Writing Revolution strategies to use at home</li> <li>● Letter writing activity within Guidebook activities that include family members</li> <li>● Fall for Literacy event</li> </ul>  | <p><b>Resources needed:</b></p> <p>paper</p> <p>teacher stipends</p>  | <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>● Using the Writing Rubric and the Modified Writing Rubric</li> <li>● Lesson Planning for Writing within Guidebooks</li> <li>● The Writing Revolution Overview</li> <li>● The Writing Revolution Focus on Specific Strategies</li> <li>● Four Strategies for Effective Learning (Focus on Writing)</li> </ul> | <p><b>Resources needed:</b></p> <p>Writing rubric</p> <p>Guidebooks</p> <p>The Writing Revolution resources</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>● PLC's will focus on: <ul style="list-style-type: none"> <li>planning for writing instruction (within GB lessons/unit)</li> <li>analyzing student writing using the writing rubric</li> </ul> </li> </ul>   | <p>Substitutes for PLCs</p> <p>Instructional coach</p>  |   |

**Whispering Forest Elementary 2021-2024**

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| tracking student writing<br><br>Instructional Coach - Model writing lessons<br><br>Curriculum Specialist support with PD and observational feedback |  |  |
|---|--|--|

**Budgets** used to support this activity:

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

**Monitoring and Evaluating**

**Assessments:**

- EOY: LEAP 2025
- Progress Monitoring: LEAP 360 Diagnostic, LEAP 360 Interim, Unit tasks (CWT, ET, CRT, and teacher created unit assessments)
- GB Unit Tasks: CWT - Culminating Writing Tasks, ET - Extension Tasks, and CRT - Cold Read Tasks (all include writing and can be tracked for each unit)
- GB 2020 - Section Diagnostics and Culminating task

**Observations:**

- School based administrator will visit every ELA classroom at least once a month to conduct a snapshot using the writing snapshot rubric
- Once a year the School Improvement Committee will visit every 3rd grade ELA classroom 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**

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From Spring 2021 to Spring 2024, 100% of our teachers will use the STPPS Curriculum during the scheduled 45 minutes and increase Social Studies LEAP 2025 scores by 5% each year.

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| <p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>• Honor the time in schedule to teach science and social studies using STPPS curriculum</li> <li>• Inquiry based instruction</li> </ul>  | <p><b>Resources needed:</b></p> <p>Guaranteed curriculum</p> | <p><b>Team Reflection:</b></p>  |
| <p><b>Parent and Family Engagement Activity:</b></p> <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>   | <p><b>Resources needed:</b></p> <p>Google Classroom</p>      | <p><b>Number of Participants:</b></p> <p><b>Summary of Parent Feedback/Exit Tickets/Survey:</b></p> |
| <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Have the social studies curriculum specialist present at PLC</li> <li>• Pedagogy: how to plan and pace an effective unit</li> <li>• Assessment &amp; Feedback: students developing and supporting informed opinions through writing and speaking</li> </ul> | <p><b>Resources needed:</b></p> <p>Google Classroom</p>      | <p><b>Feedback from Teachers:</b></p>   |
| <p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>• Curriculum Specialist: planning support, model lessons</li> <li>• PLC focus on planning, use of curriculum, and analyzing student work</li> </ul>  |  |   |

**Budgets** used to support this activity:

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

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| <p><b>Monitoring and Evaluating</b></p>   |   |
| <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Review lesson plans for pacing and curriculum use</li> <li>• Social Studies instructional observations including snapshots and walk-throughs</li> </ul> | <p><b>Observations:</b></p> <ul style="list-style-type: none"> <li>• One administrator will visit every K-3 classroom at least once a month to conduct a snapshot to determine if STPPS Curriculum based lessons are being taught and the instructional minutes are honored in the schedule.</li> </ul> |



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- Once a year, the School Advancement Committee (or ILT) will visit every K-3 classroom to conduct a snapshot to determine if STPPS Curriculum based lessons are being taught and the instructional minutes are honored in the schedule.

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

**End of the Year Results:**

### 3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

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

#### DISCIPLINE

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

#### Goal #1 (Discipline):

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by 2% points each year as follows:

| 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|-----------|-----------|-----------|-----------|
| %         | % Goal    | % Goal    | % Goal    |
| 10.2      | 8.2       | 6.2       | 4.2       |

#### Tier 1 (School wide):

- Critter Store, weekly social skills lessons, positive behavior reinforcement, 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, PBIS, development of classroom culture; supportive counseling not occurring on a regular basis; classroom guidance lessons

#### Resources needed:

paper  
trinkets, supplies, candy

#### Team Reflection:

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|  |     |   |     |   |           |          |         |     |       |     |     |       |     |       |  |  |
|--|-----|---|-----|---|-----------|----------|---------|-----|-------|-----|-----|-------|-----|-------|--|--|
|  |     |   |     |   |           |          |         |     |       |     |     |       |     |       |  |  |
| <p><b>Tier 2 (Targeted Prevention):</b></p> <ul style="list-style-type: none"> <li>● Calming corners, calming boxes, sensory boxes, sensory room, check in check out, parent conferences</li> </ul> <p><u>Triad of Instruction:</u><br/>Targeted social skills instruction; student specific behavior plan/reinforcement system; peer based supports; behavior contracts; MHP services; classroom groups; social skills groups; check in check out</p> |     |   |     |   |           |          |         |     |       |     |     |       |     |       |  |  |
| <p><b>Tier 3 (Intensive Individual):</b></p> <ul style="list-style-type: none"> <li>● Referrals to wrap around community supports; home school plans to improve relationships and create proactive plans</li> </ul> <p><u>Triad of Instruction:</u><br/>FBA &amp; BIP; safety plan; daily, explicit social skills instruction; crisis intervention plans; MHP services (both group and individual); crisis intervention services; CSoc; FINS</p>       |     |   |     |   |           |          |         |     |       |     |     |       |     |       |  |  |
| <p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Coffee with the Counselor</li> </ul>   |     | <p><b>Resources needed:</b></p> <p>coffee</p>         |     | <p><b>Participation Outcome:</b></p> <p><u>Parent Feedback/Exit Tickets/Survey:</u></p> |           |          |         |     |       |     |     |       |     |       |  |  |
| <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Classroom management plan; social skills instruction (PLC by counselor)</li> </ul>  |     | <p><b>Resources needed:</b></p> <p>behavior coach</p> |     | <p><b>Feedback from Teachers:</b></p>   |           |          |         |     |       |     |     |       |     |       |  |  |
| <p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● Behavior coach; classroom observations</li> </ul>  |     | <p>PLC time</p>                                       |     |   |           |          |         |     |       |     |     |       |     |       |  |  |
| <p><b>Budgets</b> used to support this activity:</p>   |     |   |     |   |           |          |         |     |       |     |     |       |     |       |  |  |
| Title I  | GFF | Title II  | LA4 | IDEA  | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSER | SCA | Other |  |  |
| X  | X   |   |     |   |           |          |         |     |       |     |     |       |     |       |  |  |

### Whispering Forest Elementary 2021-2024

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| <b>Data used to Monitor and Evaluate Goal:</b> <ul style="list-style-type: none"> <li>● discipline data will be reviewed every 9 weeks to determine the percentage of discipline referrals, identify the location with the most referrals, identify the incident with the most referrals, and identify groups (grade levels, teachers, etc.) that are receiving more referrals than others.</li> </ul> |
| <b>Middle of the Year Monitoring Results/Areas for Improvement:</b>  |
| <b>End of the Year Results:</b>  |

**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 2 points each year as follows:

| 2020-2021<br>SPS | 2021-2022<br>SPS | 2022-2023<br>SPS | 2023-2024<br>SPS |
|------------------|------------------|------------------|------------------|
| 50.3             | 52.3             | 54.3             | 56.3             |

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| <b>Describe policies and practices to identify disabilities early and accurately:</b> <ul style="list-style-type: none"> <li>● TAT; SBLC</li> <li>● Tier II Interventions as specified on the Triad of Instruction</li> </ul>   | <u><b>Team Reflection:</b></u>  |
| <b>Describe structures to increase collaboration amongst general and special education teachers:</b> <ul style="list-style-type: none"> <li>● Common planning time</li> <li>● PLC to include SWE teachers</li> </ul>  | <u><b>Team Reflection:</b></u>  |
| <b>Supports and Strategies in Tier 1 (Core Instruction):</b> <ul style="list-style-type: none"> <li>● IRLA; ReadyGen; Guidebooks; Unique Learning and News 2 You (RNC); Amplify Reading; Writing Revolution; Eureka Math; Eureka InSync; Eureka Equip; Reflex Math</li> </ul> | <b>Resources needed:</b><br><br>Ongoing Professional Development<br><br>Coaches |
| <b>Supports and Strategies in Tier 2 (Targeted Prevention):</b>   | <u><b>Team Reflection:</b></u>  |

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|---|--|---|
| <ul style="list-style-type: none"> <li>● Amplify instruction; IRLA; Project Read; Fast ForWord; Guidebook Support; Eureka Equip; Zearn; Reflex Math</li> </ul>  | IRLA<br>books/toolkits/materials   |   |
| <p><b>Supports and Strategies in Tier 3 (Intensive Individual):</b></p> <ul style="list-style-type: none"> <li>● Amplify Instruction; IRLA; Project Read; Eureka Equip; Zearn; Reflex Math</li> </ul>   |  |   |
| <p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● STEM Night</li> </ul>   | <p><b>Resources needed:</b></p> <p>Teacher stipends</p> <p>Materials to support activities for event</p>   | <p><b><u>Participation Outcome:</u></b></p> <p><b><u>Parent Feedback/Exit Tickets/Survey:</u></b></p> |
| <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● 4 Strategies of Effective Learning</li> <li>● Lesson/Unit planning for Guidebooks</li> <li>● The Writing Revolution</li> <li>● Eureka Equip</li> <li>● Reflex Math</li> <li>● IRLA</li> <li>● Unique Learning/News 2 You</li> <li>● Monthly SWE consultants meetings</li> </ul>  | <p><b>Resources needed:</b></p> <p>Great Minds curriculum resources</p> <p>District resources within Moodle/Google Classrooms</p> <p>STPPS Writing Revolution Google Classroom/The Writing Revolution book and website</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>● Leadership Team (Administrators, Coaches, Curriculum Specialists, Tutors, SWE Consultants)                         <ul style="list-style-type: none"> <li>○ Model lessons - instructional strategies, pedagogy and scaffolding</li> <li>○ Purposeful planning for student tracking toward progress of identified standards and/or IEP goals.</li> </ul> </li> </ul> |  |   |

### Whispering Forest Elementary 2021-2024

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| <ul style="list-style-type: none"> <li>○ Analyzing assessments, feedback and next steps</li> <li>○ Walk throughs and look fors</li> </ul> |  |  |
|---|--|--|

**Budgets used to support this activity:**

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

**Data used to Evaluate Goal:** EOY: LEAP 2025

**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):**

- 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.

**Grades K-3:** full English language immersion with push-in support

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

- Programs include:
  - Fast ForWord
  - IRLA

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

**Resources needed:**

EL para support

**Team Reflection:**

**Whispering Forest Elementary 2021-2024**

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|---|---|---|-----|------|-----------|----------|---------|-----|-------|-----|-----|-------|-----|-------|
| <ul style="list-style-type: none"> <li>● If the students 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 Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation.             <ul style="list-style-type: none"> <li>○ Project Read</li> <li>○ IRLA</li> </ul> </li> </ul> |   |   |     |      |           |          |         |     |       |     |     |       |     |       |
| <p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● LEAP presentations</li> <li>● Additional resources to supplement learning at home</li> </ul>  | <p><b>Resources needed:</b></p> <p>teacher stipends</p> | <p><b>Participation Outcome:</b></p> <p><b>Parent Feedback/Exit Tickets/Survey:</b></p> |     |      |           |          |         |     |       |     |     |       |     |       |
| <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Understanding and using LEP accommodations effectively</li> <li>● SBLC considerations of English language learners (environmental, language and cultural)</li> </ul>   | <p><b>Resources needed:</b></p>                         | <p><b>Feedback from Teachers:</b></p>   |     |      |           |          |         |     |       |     |     |       |     |       |
| <p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● EL Team</li> </ul>  |   |   |     |      |           |          |         |     |       |     |     |       |     |       |
| <p><b>Budgets</b> used to support this activity:</p>  |   |   |     |      |           |          |         |     |       |     |     |       |     |       |
| Title I   | GFF   | Title II  | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSER | SCA | Other |
| X   | X   |   |     |      |           |          |         |     |       |     |     |       |     |       |
| <p><b>Data used to Evaluate Goal:</b> ELPS screeners to begin services; initial ELPS screener for new students to the state of Louisiana; ELPT - administered every February; LEAP/LEAP Connect</p>   |   |   |     |      |           |          |         |     |       |     |     |       |     |       |
| <p><b>Middle of the Year Monitoring Results/Areas for Improvement:</b></p>  |   |   |     |      |           |          |         |     |       |     |     |       |     |       |
| <p><b>End of the Year Results:</b></p>  |   |   |     |      |           |          |         |     |       |     |     |       |     |       |

## 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.:**

- Weekly newsletters
- Weekly updates to Student Progress Center/Google Classroom
- Teacher-Parent Conferences
- School Website
- Parent-Family Engagement Activities

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

- Parents are part of the ILT
- SBLC
- Title Parent Survey

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

- Stipends for teachers
- Supplies for activities/paper for invitations/exit tickets

**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:**

- BOY assessment data (DIBELS, IRLA, SLTs)
- Ongoing assessments and progress monitoring

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

- Documentation on lesson plans; small group instruction as observed through learning walks and walk-throughs
- Specified intervention block noted in teacher schedules

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

- IRLA - 3rd grade to address reading fluency
- Project Read - K-3rd grade to address students with characteristics of dyslexia

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

- TRT works with teachers to assist with progress monitoring and to reassess small groups
- Teachers and tutors work closely together to monitor student progress and shift small groups/instructional need bi-weekly

**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:**

tutors  
Triad of Instruction

**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.)

- All students attend art, music, library, and physical education weekly
- Third grade students attend research skills weekly
- All students receive guidance twice per month

### Resources needed:

### 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.):

- LEAP 2025 Enrichment Program (February - March)

### Resources needed:

teacher stipends

### 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       |     |          |     |      |           |          |         |     |       |     |     |       |     |       |

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

- LEAP 2025 Enrichment Program; LEAP 2025 Spring Assessment is used to monitor and evaluate this program

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

### End of the Year Results:

## 7. COUNSELING SERVICES

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

### 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.

### Resources needed:

### Whispering Forest Elementary 2021-2024

| <p><b>Services Provided by Counselor(s):</b></p> <ul style="list-style-type: none"> <li>● The guidance counselor will plan, coordinate and implement counseling activities in the classroom and for small group and/or individual guidance. The counseling will help students establish personal goals, monitor behavior and academic goals, and assist with transition of new students. The counselor will assist and respond to the immediate needs and concerns of the student(s). The counselor will offer a range of services from early intervention to crisis response.</li> </ul>  | <p><b>Resources needed:</b></p> |          |     |          |           |          |           |          |         |     |       |       |     |       |     |       |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|---------------------------------|----------|-----|----------|-----------|----------|-----------|----------|---------|-----|-------|-------|-----|-------|-----|-------|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <p><b>Budgets</b> used to support this activity:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 5%;">Title I</th> <th style="width: 5%;">GFF</th> <th style="width: 5%;">Title II</th> <th style="width: 5%;">LA4</th> <th style="width: 5%;">IDEA</th> <th style="width: 5%;">Title III</th> <th style="width: 5%;">Title IV</th> <th style="width: 5%;">Perkins</th> <th style="width: 5%;">JAG</th> <th style="width: 5%;">Bonds</th> <th style="width: 5%;">DSS</th> <th style="width: 5%;">CDF</th> <th style="width: 5%;">ESSER</th> <th style="width: 5%;">SCA</th> <th style="width: 5%;">Other</th> </tr> </thead> <tbody> <tr> <td></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> </tbody> </table> |                                 | Title I  | GFF | Title II | LA4       | IDEA     | Title III | Title IV | Perkins | JAG | Bonds | DSS   | CDF | ESSER | SCA | Other |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Title I  | GFF                             | Title II | LA4 | IDEA     | Title III | Title IV | Perkins   | JAG      | Bonds   | DSS | CDF   | ESSER | SCA | Other |     |       |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | X                               |          |     |          |           |          |           |          |         |     |       |       |     |       |     |       |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <p><b>Team Reflection:</b></p>   |                                 |          |     |          |           |          |           |          |         |     |       |       |     |       |     |       |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |

## 8. TRANSITION ACTIVITIES

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

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

|  |                                 |
|--|---------------------------------|
| <p><b>Transition Activities for Students:</b></p> <ul style="list-style-type: none"> <li>● Incoming students – the TRT tours families who are interested in coming to Whispering Forest. We also have a yearly Meet and Greet where parents and students can come to the school to meet that year’s teacher and become acquainted with the classroom.</li> <li>● Outgoing students – students who are leaving school before the end of the year are checked out through the Library, Cafeteria, and the TRT (textbooks). Third grade students have the opportunity to tour Clearwood Junior High (feeder school) at the end of the year. They get to meet the teachers and see the structure of the school.</li> <li>● We will coordinate a PFE with Clearwood faculty and staff for our third grade families to review expectations and tour the school.</li> </ul> | <p><b>Resources needed:</b></p> |
|--|---------------------------------|

**Whispering Forest Elementary 2021-2024**

| <ul style="list-style-type: none"> <li>Students with exceptionalities who come to WFE in the middle of the year are welcomed with a parent, regular education, and special education teacher meeting. They are introduced to our office staff and are offered a school tour.</li> </ul>  |     |          |     |      |           |          |         |     |       |     |   |       |     |         |     |          |     |      |           |          |         |     |       |     |     |       |     |       |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>Event planned in coordination with Clearwood Junior High for an evening to meet the faculty and staff, tour the school, along with WFE faculty and staff to bridge those relationships.</li> </ul>   |     |          |     |      |           |          |         |     |       |     | <p><b>Resources needed:</b></p> <p>paper for exit tickets</p> |       |     |         |     |          |     |      |           |          |         |     |       |     |     |       |     |       |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <p><b>Participation Results:</b></p>   |     |          |     |      |           |          |         |     |       |     |   |       |     |         |     |          |     |      |           |          |         |     |       |     |     |       |     |       |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <p><b>Feedback from Parents/Families:</b></p>  |     |          |     |      |           |          |         |     |       |     |   |       |     |         |     |          |     |      |           |          |         |     |       |     |     |       |     |       |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Title I  | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF   | ESSER | SCA | Other   |     |          |     |      |           |          |         |     |       |     |     |       |     |       |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| X  |     |          |     |      |           |          |         |     |       |     |   |       |     |         |     |          |     |      |           |          |         |     |       |     |     |       |     |       |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## 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:**

- PLCs are grade level specific, including special education teachers. Teachers collaborate with instructional coaches, curriculum specialists, and administration to stay current on curriculum, interventions, the Triad of Instruction, and school-wide goals. We review data at each PLC to make a plan moving forward.

**Resources needed:**

substitutes

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

- PLCs are held monthly for 3 hours; we plan to have 7 PLCs this school year. PLCs are typically held on the last Tuesday and Wednesday of 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:**

- IRLA PD (K teachers 10/8/2021)
- Instructional Coaches (CLASS, ELA, Math) - provides support to administrators and teachers in identifying academic needs based on data and in learning effective strategies that will impact student achievement
- School-based PD (virtual learning/technology, IRLA, Amplify, Reflex Math, The Writing Revolution)
- Optional District Provided PD

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

- Our instructional coaches support our school by being a part of our SAP and ILT committees. They assist with analyzing data and putting plans in place to maximize student achievement. They model lessons if needed and help to plan and implement our PLC goals.

**Resources needed:**

stipends for after school PD  
  
materials for PD (also including printer ink, paper, cardstock, etc.)

**Budgets** used to support this activity:

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

**Middle of the Year Reflection/Areas of Improvement:**

**End of the Year Feedback from Teachers:**

**Possible PD needs for next school year:**

## 11. SCHOOL ADVANCEMENT PLANNING

**Describe how all parents will be included in the development of the school-wide plan (include the months that this will take place):**

- Spring 2021 - all parents were included in the 2021-2022 SAP by having the opportunity to provide input in the development of the plan; we included that data as part of the plan
- SAP Committee invites at least 5 parents (one per grade level) to plan PFE activities, share school decisions and plans/goals 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 goals/progress is shared with parents at PFE activities

**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):**

- We present our results to faculty and staff each year at the beginning of the school year professional development
- Parents/Families/Community Members are notified each year at our Open House, as well as our Fall parent family engagement event

**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 at least once per nine weeks to look at data from programs implemented to determine effectiveness
- We will meet after school (10/25, 12/17, 3/11, 5/10)

### 2021-2024 Committee Members

| <u>School-wide Planning Committee</u><br>Responsible for developing, monitoring, revising, and evaluating  | <u>Parent/Family Engagement Committee</u><br>Responsible for the implementation of the PFE activities  |
|--|--|
| <p><b>Members Include:</b></p> <ul style="list-style-type: none"> <li>● <b>Administrator:</b> Brandi Kendrick</li> <li>● <b>Teacher:</b> Peyton Capretto</li> <li>● <b>Teacher:</b> Jennifer Elliott</li> <li>● <b>Teacher:</b> Katherine Grubb</li> <li>● <b>Parent/Family:</b> Oscarina Eyzaguirre</li> <li>● <b>Parent/Family:</b> Alisha Arieux</li> <li>● <b>Community Member:</b> Erin Warner</li> </ul> | <p><b>Members Include:</b></p> <ul style="list-style-type: none"> <li>● <b>Administrator:</b> Veronica Fucich</li> <li>● <b>Teacher:</b> Lacy Ellzey</li> <li>● <b>Teacher:</b> Claire Abney</li> <li>● <b>Teacher:</b> Letrece McCoy</li> <li>● <b>Parent/Family:</b> Osacarina Eyzaguirre</li> <li>● <b>Parent/Family:</b> Jessica Condon</li> </ul> |

**Whispering Forest Elementary 2021-2024**

|  |  |
|--|--|
|  |  |
|--|--|

## 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