

**2021-2022
Schoolwide Plan**



**O. W. Dillon Leadership Academy
Pre-Kindergarten to 6th Grade**

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

School O. W. Dillon Leadership Academy

SPS 33.9

Letter Grade F

Check all that apply (verify with principal):

CIR - Comprehensive Intervention Required

Schools that have been D- or F- rated for three consecutive years or two years for new schools
Schools that have a graduation rate less than 67%

UIR - Academic - Urgent Intervention Required for Academics:

Schools earned a score for one or more student groups that is equivalent to an "f" for at least two years

Economically Disadvantaged

Hispanic/Latino

Black

White

Students with Disabilities

English Learners

Two or more Races

UIR - Discipline - Urgent Intervention Required for Discipline:

The out-of-school suspension rate is two times the national average for the past three years

Frequently Ordered Title I Supplies

Place an "X" in the box to applicable areas. Enter estimated costs.

Item/s Needed All items purchased must be for student use or Parent and Family Engagement Activities	Parent and Family Engagement	Core Instruction Interventions Support and Extended Learning/Other Strategies	Professional Development	Estimated Cost
Printing Supplies: paper, colored paper, card stock, labels, ink, toner, masters, staples	X	X	X	\$16,000
Copy machine, Duplicator, Printer	X	X	X	\$6,000
Service Contracts	X	X	X	\$2112
Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard/Boxlight, iPads/Cases, Projector, Document Camera, Bulbs	X	X	X	\$5,000
Mice, Headphone/ Earbuds, Keyboard, USB Cord, Cat Cable, Adaptors		X	X	\$1,800
Laminator, Laminating Film		X	X	\$900
Poster Maker, Poster Paper, ink	X	X	X	\$1,20
Communication Folders, Planners	X	X		\$2,000
Binders, manila folders, folders, pocket folders, loose leaf paper, tab dividers, page protectors,	X	X	X	\$1,700
General Supplies: pens, colored pens, pencils, colored pencils, markers, colored markers, highlighters, crayons, paperclips, stapler, staples, tape dispenser, tape, scissors, white-out, post-it-notes, chart paper, sentence strips, bulletin board paper, Bulletin Board Boarder, glue, glue sticks	X	X	X	\$16,500
Dry Erase Supplies: boards, erasers, cleaner, markers	X	X		\$880
Science Refill Kits, other Science supplies,	X	X	X	\$8,000

1. COMPREHENSIVE NEEDS ASSESSMENT

- and*
- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
 - *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
School Performance Score increased, with the exception of 20-21, 4 consecutive years	School Performance Score dropped from 55.5 to 33.9 in 20-21
71% of Pre-Kindergarten students scored average or above on the end of the year ELA assessment	Comprehensive Intervention Required for: Academics
83% of Pre-Kindergarten students scored average or above on the end of the year math assessment	Urgent Intervention Required for: Students with Disabilities, Economically Disadvantaged, and Black students
13% of grade 5 students scored Mastery or above on LEAP 2025 in ELA	2% of grade 5 students scored Mastery or above on LEAP 2025 in social studies
11% of grade 6 students scored Mastery or above on LEAP 2025 in ELA	2% of grade 5 students scored Mastery or above on LEAP 2025 in science
11% of grade 3 students scored Mastery or above on LEAP 2025 in math	Social studies scores of Levels 0 and 1 on the LADOE Curriculum Implementation Scale
93% of students feel supported through their relationships with friends, family, and adults at school. When compared to TPSS, OWD averages 7 % points higher. When ranked nationally, OWD falls in the 99th percentile at 93%.	57% of students say they have a strong connection between teacher and students within and beyond the classroom. When ranked nationally compared to other districts, we fall in the 30th percentile at 57%. Only 37% of students reported that they would be excited to have a teacher again.
65% have a favorable perception of the overall social and emotional climate of the school. When compared to the district, OWD is 21 % points higher. When ranked nationally, OWD falls near the 40th percentile.	45% of students say they are attentive and invested in the classroom. When compared to TPSS, OWD is 18 % points higher than TPSS. When ranked nationally compared to other districts, we fall in the 40th percentile at 45%
DATA SOURCES- List all Data sources analyzed (see instructions in Title I Crate Section 2): LEAP 2025, LADOE School Report Card, LEAP 360, District Benchmarks for K-2, TS Gold for Pre-K, In-House Formative Assessments; AR, LADOE Curriculum Implementation Scale, Discipline Data, PBIS Rewards and the After School Program. Data is also collected from electronic databases such as OnCourse, Student Information Systems, and electronic surveys of stakeholders, which includes staff, parents, and students.	

GOALS

- *Goals - Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Academic Goals Aligned to the Most Current School Data Analysis*
- *Must Include Subgroup (s) Goal (s)*

1. By 2022 O.W. Dillon Leadership Academy will increase the percentage of students at Mastery and above from 5% to 18%. (TPSS average is 17%)
2. By 2022 at least 50% of O. W. Dillon Leadership Academy students grades K-2 will score proficient in ELA.
3. By 2022 at least 70% of O. W. Dillon Leadership Academy students grades K-2 will score proficient in math.
4. By 2022 at least 75 % of O. W. Dillon Leadership Academy’s students grades 3-6 will meet their Growth to Mastery targets.
5. By 2022 O. W. Dillon Leadership Academy will increase the percentage of students at Mastery and above to 8% in social studies and science.
6. By 2022 O. W. Dillon Leadership Academy will increase the percentage of students at Mastery and above to 20% in math and ELA.
7. By 2022 O. W. Dillon Leadership Academy will demonstrate less than 65 Major discipline referrals and suspensions in grades 3-6.
8. By 2022 O. W. Dillon Leadership Academy will increase the SPS from 33.9 to 50.

2. PARENT AND FAMILY ENGAGEMENT

- *The SWP should 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, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the district, parents, and the 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 are required to meet ESSA 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.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESS ED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SWP (include the month that activity will take place):</p> <ul style="list-style-type: none"> ● Parent/Family Title 1 Survey completed online - Spring 2022 ● Parent/Family Engagement Committee Semester meetings August 2021/January 2022 – One parent representative to 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV 	<p>Items Needed: Instructional materials and supplies to support PFE activities and meetings</p>	<p>Effectiveness Measure: Sign in sheets Title 1 Parent Survey Information flyers Photos/pictures</p> <hr/> <p style="background-color: yellow;">Effectiveness Results:</p>

<p>assist in the planning of Parent/Family Events - the focus on sharing strategies families can use with students to achieve goals in the SWP.</p> <ul style="list-style-type: none"> ●Stakeholders (including parents, students, and community members) will be invited in June 2022 to help evaluate the current SWP for effectiveness results based on effectiveness measures as well as help plan the SWP for the upcoming school year. 		<input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<p>Estimated Cost: Materials and supplies \$200.00</p>	
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> ● Parents/Family members are invited through Facebook, monthly newsletters, website, and Robocalls / All calls to participate in committees including: Parent/Family Engagement Committee, and PBIS. ● Parents/caregivers attend IEP /IAP meetings and are involved in making decisions about their child’s education plan. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<p>Items Needed: Instructional materials and supplies to support PFE activities and meetings</p> <p>Estimated Cost: Materials and supplies \$800.00</p>	<p>Effectiveness Measure: Sign in sheets Title 1 Parent Survey Information flyers Photos/pictures</p> <p>Effectiveness Results:</p>

<p>Describe how the school communicates information to parents regarding the strategies and activities in the SWP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> ● Parents / Family members receive verbal communication at events such as: Annual Meeting/Open House, Meet and 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed: Printing supplies Copy machine rebuild kit Information and promotion supplies</p>	<p>Effectiveness Measure: Sign in sheets Title 1 Parent Survey Information flyers Photos/pictures</p>
---	--------------------------------	--	---	--

<p>Greet, Parent/Family Engagement Committee, Luncheons, and O.W. Dillon events.</p> <ul style="list-style-type: none"> Parents / Family members receive written information through the website, newsletters, Facebook, notes home and emails. Parents / Family members receive Robocalls / All calls for information. Parents / Family members use OnCourse Connect to receive information about their child's grades. 		<ul style="list-style-type: none"> <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Estimated Cost:</p> <p>Materials and supplies with printing supplies \$800.00</p> <p>Copy machine rebuild kit 1,300.00</p> <p>Information and promotion: posters and adhesive tape \$400.00</p>	<p>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> Schools should ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. <i>(Title VI of the Civil Rights Act of 1964)</i> Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a translator. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Materials and supplies</p> <p>Estimated Cost:</p> <p>Materials and supplies \$50.00</p>	<p>Effectiveness Measure: Title 1 Parent Survey</p> <p>Effectiveness Results:</p>

Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging state academic standards, state and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.

<p>Parent Family Engagement Activity: <u>Annual Meeting/Meet and Greet / Open House – August 2021</u></p> <ul style="list-style-type: none"> Curriculum overview with grade level standards OnCourse Connect for Parents and Guardians PFE activities scheduled for the year PBIS - Positive Behavioral Interventions and Supports <p>*Informational slideshow may be posted in lieu of a meeting</p>	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed: Instructional materials and supplies to support PFE activities and meetings</p> <p>Estimated Cost: PBIS Advanced Referral System \$350.00 Materials and supplies \$100.00</p>	<p>Effectiveness Measure: Sign in sheets with Agenda Title 1 Parent Survey Photos/pictures Views or likes</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity: <u>Pre-K Parent Orientation– August 2021</u></p> <ul style="list-style-type: none"> Pre-K parents / caregivers meet with Pre-K teachers Curriculum overview with T. S. Gold <p>*Informational slideshow may be posted in lieu of a meeting</p>	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed: Instructional materials and supplies to support PFE activities and meetings</p> <p>Estimated Cost: Materials and supplies \$50.00</p>	<p>Effectiveness Measure: Sign in sheets with Agenda/Information Flyers Photos/pictures Views or likes</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity: <u>Book Fair – September 2021</u></p> <ul style="list-style-type: none"> Parents / caregivers are invited to attend the family event and are encouraged to attend daily family times throughout the entire book fair. The library teacher will provide parents / caregivers 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Instructional materials and supplies to support PFE activities and meetings</p>	<p>Effectiveness Measure: Sign in sheets with information flyers Photos/pictures Views or likes</p>

<p>information about book levels, popular book titles, authors, and literacy activities for home. *A traditional fair is planned – alternative activity may occur in lieu of a meeting PFE Informational materials and video.</p>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<p>Estimated Cost: Materials and supplies \$100.00</p>	<p>Effectiveness Results:</p>
---	--	--	---	--------------------------------------

<p>Parent Family Engagement Activity: <u>Math Night – January 2022</u></p> <ul style="list-style-type: none"> Parents / caregivers are invited to attend the family event. The math teachers will provide parents / caregivers with ideas for hands-on math activities and homework help. <p>*Zoom event likely in lieu of in-person event</p>	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<p>Items Needed: Instructional materials and supplies to support PFE activities and meetings</p> <p>Estimated Cost: Materials and supplies \$600.00</p>	<p>Effectiveness Measure: Sign in sheets with information Flyers Photos/pictures Views or likes</p> <p>Effectiveness Results:</p>
---	--------------------------------	---	---	---

<p>Parent Family Engagement Activity: <u>Reading Faculty Favorites – Story Adventure – February 2022</u></p> <ul style="list-style-type: none"> Parents / caregivers are invited to participate in this family event. The faculty will promote their favorite book and will provide parents / caregivers with an extension activity or suggestion. <p>*Zoom event likely in lieu of in-person event</p>	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> DEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<p>Items Needed: Instructional materials and supplies to support PFE activities and meetings</p> <p>Estimated Cost: Materials and supplies \$400.00</p>	<p>Effectiveness Measure: Sign in sheets with information Flyers Photos/pictures Views or likes</p> <p>Effectiveness Results:</p>
--	--------------------------------	--	---	---

<p>Parent Family Engagement Activity: <u>Grade Six Transition Visit Day</u> – March 2022</p> <ul style="list-style-type: none"> • Sixth grade students visit Kentwood Junior High School. • Kentwood Junior High School teachers present grade level expectations to upcoming students. <p>*Zoom event likely in lieu of in-person event</p>	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed: Instructional materials and supplies to support PFE activities and meetings Subs and transportation costs</p> <p>Estimated Cost: Materials and supplies \$50.00 Subs and transportation \$300.00</p>	<p>Effectiveness Measure: Sign in sheets with information Flyers Photos/pictures Views or likes</p> <hr/> <p>Effectiveness Results:</p>
--	--------------------------------	---	---	--

<p>Parent Family Engagement Activity: <u>Kindergarten Transition Visit Day</u> – April 2022</p> <ul style="list-style-type: none"> • Pre-K students visit and tour the school. • Kindergarten teachers present curriculum overview with grade level standards to upcoming kindergarten parents / caregivers. <p>*Zoom event likely in lieu of in-person event</p>	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed: Instructional materials and supplies to support PFE activities and meetings Subs and transportation costs</p> <p>Estimated Cost: Materials and supplies \$50.00 Subs \$200.00</p>	<p>Effectiveness Measure: Sign in sheets with information Flyers Photos/pictures Views or likes</p> <hr/> <p>Effectiveness Results:</p>
---	--------------------------------	---	--	--

Additional activities may be added

3. SCHOOLWIDE PLAN STRATEGIES

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*
- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards; and*
- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESS ED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p>Title I School Planning:</p> <ul style="list-style-type: none"> ● SWP meetings and activities that support core instruction such as ordering and taking in/distributing supplies, data collection, Crate maintenance, etc. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Stipends Substitutes</p> <p>Estimated Cost:</p> <p>Stipends Substitutes \$1400.00</p>	<p>Effectiveness Measure: Sign in sheets with agendas</p> <hr/> <p>Effectiveness Results:</p>

<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> ● Guidebooks will be used in grades 3-6 – ELA curriculum aligned with state standards. ● Wit and Wisdom and CKLA will be used in grades K-2 – ELA curriculum aligned with state standards. ● Teachers will utilize the Guidebooks or Wit and Wisdom / CKLA curriculums to plan for and implement 120 – 170 minutes of daily ELA instruction to increase student achievement Including the following pedagogy:- teacher facilitation (whole group, small group, teacher table); - student centered (small group); -computer -independent practice; - use of manipulatives. ● Teachers will utilize Accelerated Reader to motivate students to engage in reading in order to impact student growth. <ul style="list-style-type: none"> ● Eureka Math - curriculum aligned with state standards ● Teachers will utilize Zearn Math program in their classrooms as intervention tools so that students will improve math skills. Each student will be provided a minimum of 15 minutes 4 times per week on math practice. ● CRA Methodology - Concrete-Representational-Abstract Sequence of Instruction ● Teachers will utilize the Eureka curriculum to plan for and implement 75-120 minutes of daily Math instruction to increase student achievement Including the following pedagogy:- CRA methodology; -teacher facilitation (whole group, small group, teacher table); - student centered (small group); -computer - independent practice; - use of manipulatives. <ul style="list-style-type: none"> ● Science PhD Science and curriculum aligned with state standards. <ul style="list-style-type: none"> ● Social Studies curriculum aligned with state standards. <ul style="list-style-type: none"> ● Louisiana’s Birth to Five Early Learning and Development Standards will be utilized in Pre-K. <p>OnCourse Classroom and / or Google Drive will be utilized when appropriate.</p> <p>Go Guardian will be utilized when appropriate.</p>	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Materials and supplies Test prep materials ELA, math, science, and social studies materials (Such as: calculators, globes, maps, plant, water, and life-cycle materials, cvc, sight word, word family, alphabet, letter formation, whisper phones, reading trackers, math skills, number operations, counting materials, timers, clipboards, pocket charts, chart stands, magnets, sensory materials, storage sacks, 2” tape, post it flags, index cards, zip bags, bags, rubber bands, journals, construction paper, grid paper, triangular grid paper, giant walk-on number line, blank write on wipe off number lines and number bond cards, push pins, paint) Chargers/ Power Cords, Power Strips for Chromebooks, LEAP 2025 Test Prep books, kindergarten instructional activity rug, PBIS, OnCourse, curriculum, etc. while actively circulating/ teaching in the classroom.</p> <p>Accelerated Reader student licenses Literacy Pro. BookFlix PearDeck Premium membership NoRedInk subscription</p>	<p>Effectiveness Measure: Curriculum assessments, LEAP 360, LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>
---	--------------------------------	---	---	---

			<p>Estimated Cost: Materials and supplies \$45,000.00 Accelerated Reader \$3,650.00 BookFlix \$4,200.00 Literacy Pro \$4,000 PearDeck \$1,500 NoRedInk 5,700 Kindergarten instructional rug \$295.00</p>	
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> ● LEAP 2025 Results from 2019 - assessment data would be analyzed by administration and teachers to determine strengths and areas of weakness in curriculum and instruction in order to plan accordingly for the upcoming school year for students in grades 3-6. ● LEAP 360 – ELA and math assessments are given three times (beginning, mid, end of year) to students in grades 3-6 to measure growth and progress towards Mastery. ● Zearn – math assessment K-6. ● MindPlay – ELA assessment 1-6. ● MobyMax – ELA and math track progress K-6. ● Amplify mClass – K-2 ELA assessment. ● Reading Inventory/Phonics Inventory – reading assessment to measure student proficiency and forecast growth for students in grades 3-6. ● READ 180/System 44 reading progress monitoring intervention system for students who qualify in grades 3-6. ● Reading Counts! – an independent reading program with assessment monitoring for students who qualify in grades 3-6. ● OnCourse Classroom Assessment Bank items – curriculum assessment questions for students in grades 3-6. (EAGLE bank items available on LDOE) ● DIBELS Next – DIBELS assessments are administered to 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Subs for DIBELS testing, subs for LEAP 360 interim assessment data input and analysis, assessment materials and supplies</p> <p>Estimated Cost: Subs and supplies \$800.00</p>	<p>Effectiveness Measure: LEAP 2025, LEAP 360, DIBELS, MindPlay, Amplify mClass, Unique, Guidebook performance task results</p> <p>Effectiveness Results:</p>

<p>K-2 students. The data is analyzed and used to determine student needs for instruction and interventions.</p> <ul style="list-style-type: none"> ● K-2 formative assessments: provide quality tasks focused on critical student skills in ELA and math. ● Desired Results Developmental Profile (DRDP) – Kindergarten assessment given before school begins that teachers use to guide student instructional needs. ● TS Gold – Pre -K assessment for early childhood objectives for development and learning. ● The Get Ready to Read! - Pre-K end of year screening measures early literacy skills: print knowledge, linguistic awareness, and emergent writing. ● Unique – assessment for students in special education. <p>Mechanisms for Mastery</p> <ol style="list-style-type: none"> 1. Fluency – all grades 2. Unpacking standards 3. Concept Development (mastering standards) 4. Multi step problems 5. Problem solving 6. Understanding concepts 7. Writing 				
--	--	--	--	--

<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> ● Students with Disabilities receive accommodations in their classrooms according to their IEPs / IAPs and implemented to the Diverse Learners Guide, as needed. Students receive instruction through the inclusion model (the special education 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p> <p>Accelerated Reader student licenses BookFlix Literacy Pro</p>	<p>Effectiveness Measure: LEAP Connect grades 3-6, LAA 1 Science grade 4</p>
---	--------------------------------	---	--	---

<p>teacher will push in to the regular education classroom and provide academic supports). Students also receive resource minutes in a small group setting to cover curriculum needs. The Louisiana Connectors are for Students with Significant Disabilities.</p> <ul style="list-style-type: none"> ●CBAs - special education teachers administer Curriculum Based Assessments at the beginning of the school year to provide measurable and actionable ELA and math data. ● Accelerated Reader – will be utilized to motivate students to engage in reading – with teacher supports or using read aloud accommodations when available. ●Unique – curriculum and assessments for students in special education. ●LEAP 2025 – all students in grades 3-6 will take the standardized state tests. Students in special education, who qualify, will take LEAP Connect. 		<ul style="list-style-type: none"> <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Estimated Cost: Accelerated Reader \$3,650.00</p> <p>BookFlix \$4,200.00</p> <p>Literacy Pro \$4,700</p>	<p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to English Learners:</p> <ul style="list-style-type: none"> ● The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> ● All EL students who qualify are provided support in the classroom by the teacher. EL students are supported through Imagine Learning. Students will also have the use of a translator app. District translators are available. The English Language Proficiency Test (ELPT) provides information regarding student instructional needs and supports. EL students stay in their regular classes with their English speaking peers to help them practice and acquire English language skills. EL students have access to grade level standards based instruction along with the Louisiana Connectors for English Learners. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed: Materials and supplies</p> <p>Estimated Cost: Materials and supplies \$50.00</p>	<p>Effectiveness Measure: Translator sign in sheets</p> <hr/> <p>Effectiveness Results:</p>

Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> ● DIBELS – the data is analyzed and used to determine the students who need additional instruction in grades K-2. ● Desired Results Developmental Profile (DRDP) – Kindergarten assessment given before school begins that teachers use to guide student instructional needs. ● TS Gold – Pre -K assessment for early childhood objectives for development and learning. ● LEAP 360 – ELA and math assessments are given three times (beginning, mid, end of year) to students in grades 3-6 to measure growth and progress towards Mastery. ● Reading Inventory/Phonics Inventory – reading assessment to measure student proficiency and forecast growth for students in grades 3-6. ● READ 180/System 44 reading progress monitoring intervention system for students who qualify in grades 3-6. ● Reading Counts! – an independent reading program with assessment monitoring for students who qualify in grades 3-6. ● MindPlay – and ELA intervention program. ● Zearn Math – a digital math resource. ● MobyMax – ELA and math intervention K-6. ● Students who qualify for special education / 504 are identified at the beginning of the year using diagnostic testing, LEAP 2025 scores, and CBAs in order to determine math and / or ELA interventions. ● During cohort / PLC meetings teachers and administrators meet and discuss students who have academic or behavior concerns; recommendations for interventions are made. ● Parent conferences to discuss concerns and possible interventions to help the student. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Assessment data, DIBELS, Reading Inventory, Read 180 / System 44, CBAs, LEAP scores, subs for assessment administration, data input and analysis</p> <p>Estimated Cost: Subs and supplies \$800.00</p>	<p>Effectiveness Measure: Assessment data, goal attainment, DIBELS, Reading Inventory, Read 180 / System 44, MindPlay, Zearn Math, CBAs, LEAP scores</p> <hr/> <p>Effectiveness Results:</p>
---	--------------------------------	--	--	--

<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> ● READ 180/System 44 - reading progress monitoring intervention system for students who qualify in grades 3-6. ● Reading Counts! – an independent reading program with assessment monitoring for students who qualify in grades 3-6. ● MindPlay – reading and language arts instruction program for students who qualify in grades 2-6. ● MobyMax – ELA and math intervention K-6. ● Zearn Math – independent digital math lessons with remediation for students in grades 3-6. ● Unique – lessons for students who qualify. ● Accelerated Reader- to motivate students to engage in reading in order to influence student growth. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Accelerated Reader student licenses</p> <p>BookFlix</p> <p>Literacy Pro</p> <p>Estimated Cost:</p> <p>Accelerated Reader \$3,650.00</p> <p>BookFlix \$4,200.00</p> <p>Literacy Pro \$4,700</p>	<p>Effectiveness Measure:</p> <p>LEAP 2025, LEAP 360, Read 180 / System 44, goal attainment, AR, DIBELS, Reading Inventory, Unique, MindPlay, Zearn Math, CBAs, assessment data</p> <hr/> <p>Effectiveness Results:</p>
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> ● Students who are still demonstrating academic and / or behavior concerns are recommended for 504 / SBLC - counselor, speech therapist and other pupil appraisal representatives meet with the parents to discuss services and / or interventions. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Subs for assessment administration, data input and analysis</p> <p>PBIS Advanced Referral System</p> <p>Estimated Coast:</p> <p>Subs and supplies \$500.00</p> <p>PBIS Advanced Referral System \$350.00</p>	<p>Effectiveness Measure:</p> <p>LEAP 2025, LEAP 360, Read 180 / System 44, goal attainment, DIBELS, Reading Inventory, Unique, MindPlay, Zearn Math, CBAs, PBIS, assessment data</p> <hr/> <p>Effectiveness Results:</p>

<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Students with academic concerns (IEPs / IAPs) receive additional support in a small group resource setting with the special education teacher / special education staff or students receive additional support in the regular education setting with the special education teacher / special education staff. • Students with behavior concerns (BIP) receive additional supports. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Subs for assessment administration, data input and analysis</p> <p>PBIS Advanced Referral System</p> <p>Estimated Coast: Subs and supplies \$500.00</p> <p>PBIS Advanced Referral System \$350.00</p>	<p>Effectiveness Measure: LEAP 2025, LEAP 360, Read 180 / System 44, goal attainment, DIBELS, Reading Inventory, Unique, MindPlay, Zearn Math, CBAs, PBIS, assessment data</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • All EL students who qualify are provided support in the classroom by the teacher. EL students are supported through the use of Imagine Learning. Students will also have the use of a translator app. District translators are available. The English Language Proficiency Test (ELPT) provides information regarding student instructional needs and supports. EL students stay in their regular classes with their English speaking peers to help them practice and acquire English language skills. EL students have access to grade level standards based instruction along with the Louisiana Connectors for English Learners. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Materials and supplies</p> <p>Estimated Cost: Materials and supplies \$50.00</p>	<p>Effectiveness Measure: English Language Proficiency Test ELPT</p> <hr/> <p>Effectiveness Results:</p>

Support and Extended Learning

<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> • A form of accelerated class for highly motivated students is offered in selected grade levels. • OWD Scholars is offered to qualifying upper elementary students based on a combination of GPA and LEAP scores. • Talented and Gifted classes available through the district for students who qualify. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Materials and supplies</p> <p>Estimated Cost: Materials and supplies \$50.00</p>	<p>Effectiveness Measure: Student roster and attendance sheets</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • 21st Century After School Program - 2 ½ hours @ 4 days per week. 21st Century provides homework help, remediation, PE and other activities with online programs such as: DreamScape, Prodigy, and Epic Books. *program to be in person and not virtual this year • Semester Field Trips – real-world experiences, for new learning and social-emotional growth opportunities. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Materials and supplies</p> <p>Estimated Cost: Materials and supplies \$800.00 (Teacher salaries and some programs are paid through the 21st Century After School Program Grant)</p>	<p>Effectiveness Measure: Student roster and attendance sheets Permission slips with Agenda</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>

Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

Implementation of a schoolwide tiered model to prevent and address problem behavior:

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> ● Strong technology enhanced PBIS, which facilitates student recognition, positive rewards, and motivation. (Tier 1) ● PBIS Advanced Referral System -a digital discipline tracking system provides notifications to administration and data to make adjustments and interventions with the intent to maximize positive behavior and improve school climate. ● PBIS Check In / Check Out program (Tier 2) 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: PBIS Advanced Referral System PBIS Store Items</p> <p>Estimated Cost: PBIS Advanced Referral System \$350.00</p> <p>PBIS Store Items 3,000.00</p> <p>Information and promotion: posters and adhesive tape \$800.00</p>	<p>Effectiveness Measure: Number of major discipline referrals, suspensions / expulsions Attendance</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>
--	--------------------------------	--	---	---

Strategies for Assisting Students in the Transition from One School to the Next:

<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> ●6th grade end of year program ●6th grade Transition Visit Day - Sixth grade students visit Kentwood Junior High School and KJH teachers present grade level expectations to upcoming students in March ●Pre-Kindergarten end of year program ●Kindergarten end of year program ●Teachers visit Incoming kindergarten students and parents at Head Start in May ●Kindergarten Transition Day - Head Start students entering kindergarten visit in May <p>* Activities may be held virtually in lieu of in person</p>	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed: Subs and transportation costs</p> <p>Estimated Cost: Subs and transportation costs \$600.00</p>	<p>Effectiveness Measure: Sign in sheets with Agenda Permission slips with Agenda Photos/pictures Views or likes</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>
---	--------------------------------	--	--	--

Professional Development

High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> ● Faculty and staff participate in monthly PLC meetings. ● Faculty participate in weekly cohort meetings to collaborate with team members to focus on curriculum and instruction as well as behavior concerns. ● Faculty and staff leadership team members participate in a minimum of bi-monthly meetings. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Materials and supplies</p> <p>Estimated Cost: Materials and supplies \$500.00</p>	<p>Effectiveness Measure: LEAP 2025, LEAP 360, PLC documentation, discipline data</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Other Professional Training: * Conferences/Trainings <p>Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual prior- authorization approvals for specifics.</p> <ul style="list-style-type: none"> ● Professional Development with school personnel who excel in core curriculum to present to faculty. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>-Substitutes -Stipends -See individual Prior Approvals for specific items needed</p> <p>Estimated Cost: Substitutes and stipends \$5,000.00</p>	<p>Effectiveness Measure: Rosters, sign in sheets</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>

Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

- School Administrator will attend and interview teachers at the District Transfer Fair and Job Fair events to fill openings at their school.
- The district website advertises teacher openings.
- District leaders attend recruitment fairs at local college and universities in the fall and spring.
- Participate in the Teacher Residency Pilot Program through SELU where select education majors participate in 1-year internships.
- The TPSS provided an alternate certification program.
- Praxis workshops are available for TPSS faculty.
- Current TPSS faculty are eligible to earn stipends for referring certified teachers to our district.
- Placement of student teachers through local universities.
- A district created applicant list is available for principal review, interview and recommend for hire.

Strategies for Workforce Talent:

<ul style="list-style-type: none"> ● Workforce Talent is addressed at the district level utilizing content leaders, mentors, etc. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>None at the school level</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure:</p> <p>Increase in student achievement as measured by annual academic assessments</p> <hr/> <p>Effectiveness Results:</p>
--	--------------------------------	--	---	---

Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

Food Services:

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

Special Education:

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

English as a Second Language (ESL):

- Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

21st Century Programs:

- Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.

Headstart Preschool Programs:

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SWP Revision

- *The SWP remains in effect for the duration of the school year. The plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the state’s annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the state’s academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Describe how and when the SWP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:

- The SWP Committee meets bi-monthly to discuss progress points and any needed addendums to the School Wide Plan.
- The SWP Committee meets to discuss and analyze student data: LEAP 2025, LEAP 360 DIBELS, Reading Inventory/Phonics Inventory, in order to make needed adjustments.
- The SWP Committee reviews student assessment data: LEAP 2025, LEAP 360 DIBELS, Reading Inventory/Phonics Inventory, CBAs, Read 180 / System 44 for special education students, in order to make needed accommodations and adjustments.

Describe how and when the SWP Committee will meet and discuss school programs implemented, as outlined in the SWP, to determine effectiveness and to assist in planning for the upcoming school year:

- The SWP Committee meets bi-monthly to discuss progress points in the School Wide Plan.
- The SWP Committee will evaluate the effectiveness of the programs implemented in the current school year when planning for the next school year.
- The SWP Committee members meet to discuss goals increase student learning and achievement for the upcoming school year using information and data from the current year.
- The SWP Committee meets with stakeholders (including parents, students, and community members) to assess results from current plan and set new goals for upcoming school year, ongoing and June 2022.

Describe how and when the evaluation results of the SWP are reported to the school’s stakeholders (faculty, staff, parents/families, and community members):

- SWP information will be shared with parents and caregivers at the Meet and Greet / Open House in August.
- SWP information will be shared with faculty and staff at professional development meetings in August.
- SWP information will be shared and posted on the school website at the beginning of the school year.

2021-2022 Committee

Members

School Improvement Planning Committee

Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP

Members Include:

- Principal: Henrietta Vernon
- Assistant Principal: Angela King-Corken
- Student: Skylar Stepter
- Teacher: Lindsey Pennington
- Teacher: Richelle Votaw
- Teacher: Alyssa Hebert
- Parent/Family: Russhell Wyre
- Community Member: Irma Gordon

You may add more members. Provide title and name of each member.

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SWP

Members Include:

- Principal: Henrietta Vernon
- Assistant Principal: Angela King-Corken
- Student: Skylar Stepter
- Teacher: Lindsey Pennington
- Teacher: Richelle Votaw
- Teacher: Alyssa Hebert
- Parent/Family: Carolyn Ferdinand

You may add more members. Provide title and name of each member.

SCHOOL ASSURANCES

- ✓ I certify that this schoolwide 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
 - An schoolwide 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.

Henrietta Vernon

6/16/2021

Principal Signature

Date

Alysa Hebert

6/16/2021

Chairperson, Schoolwide Improvement Team Signature

Date