

**2021-2022
Schoolwide Plan**



**Woodland Park Magnet School
Pre-K – 3rd Grade**

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

School: Woodland Park Magnet School

SPS 21.2

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			1000.00
Copy machine, Duplicator, Printer		x		1000.00
Service Contracts		x		1500.00
Computer, Chromebooks		x		13000.00
Mice, Headphone, Keyboard, USB Cord, Cat Cable, Adaptors		x		3000.00
Laminator, Laminating Film		x		1500.00
Poster Maker, Poster Paper, ink		x		500.00
Communication Folders, Planners	x			2500.00
Binders, manila folders, folders, pocket folders, loose leaf paper, tab dividers, page protectors,		x		7500.00
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 Border, glue, glue sticks		x		10000.00
Dry Erase Supplies: boards, erasers, cleaner, markers		x		2500.00
Science Refill Kits, other Science supplies,		x		5000.00

1. COMPREHENSIVE NEEDS ASSESSMENT

- 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
Leap 360 data from fall 2020 and spring 2021 indicate that 3rd grade students improved their performance in the Math (Additional Supporting Content) from 25% to 60%.	On the M-Class Assessment, Kindergarten, First, and Second grade have high at-risk scores (Kindergarten 66%, First grade: 80 % Second grade: 87%).
75% of Pre-Kindergarten Students scored average or above on the end of the year ELA assessment.	On the End of Year Math Benchmark, first grade has a higher at-risk score of 50% as compared to Kindergarten and Third grade.
77% of Pre-Kindergarten Students scored average or above on the end of the year Math assessment.	Math Leap 360 data from spring 2021 students indicate that only 7% of third grade students scored effective in the area of modeling and application.
100% of faculty agree/strongly agree that school leaders are respectful and care about them as individuals.	12% of students scored Mastery or Advanced on LEAP 2025 in ELA.
	14% of students scored Mastery or Advance on LEAP 2025 in Math.
	5% of students scored Mastery or Advance on LEAP 2025 in Science.
DATA SOURCES- List all Data sources analyzed (see instructions in Title I Crate Section 2): : School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Category/Subcategory Data, Subgroup Percent Proficiency, Discipline Data, Attendance Data, Student Panorama Surveys, Staff Panorama Surveys, Curriculum Implementation Scale.	
GOALS	
<ul style="list-style-type: none"> • 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. Kindergarten students will increase the raw score of their combined End of Year ELA assessment from 8.38 points to 10.66 points.	
2. Kindergarten students will increase the raw score of their combined End of Year Math assessment from 20.11 points to 24 points.	

3. 1st Grade students will increase the raw score of their combined End of Year ELA assessment from 5.14 points to 10.14 points.
4. 1st Grade students will increase the raw score of their combined End of Year Math assessment from 25.97 points to 29 points.
5. 2nd Grade students will increase the raw score of their combined End of Year ELA assessment from 24.57 points to 29.57 points.
6. 2nd Grade students will increase the raw score of their combined End of Year Math assessment from 23.80 points to 27 points.
7. Increase the percent of the 3rd grade students who achieve mastery on their third-grade Leap 2025 assessment in ELA from 12% to 17%.
8. Increase the percent of the 3rd grade students who achieve mastery on their third-grade Leap 2025 assessment in Math from 14% to 19%.
9. The number of students receiving zero out of school suspensions during the 2021-2022 will be maintained between 95%– 100% of students
10. Improve Culture Awareness and Action category from a positive 52% response rate to an 62% positive response as evidenced in Panorama school survey.
11. During the 2021-2022 school year, parents and families will attend Parental and Family engagement opportunities at multiple times during the day and school year with 40% attendance.
12. During the 2021-2022 school year, the percentage of students not truant from school will increase from 51% to 56% based on the Truancy Summary Count Report.
13. Improve School Climate category from a positive 49% response rate to 59% positive response as evidenced in Panorama school survey.

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
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<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> <p>Design:</p> <ul style="list-style-type: none"> - Parent input will be obtained at Open House in August. They will be given the opportunity to ask questions and offer input in the SWP plan. Digital copies will be available and parents while on campus may use a device provided by the school. - Website/Comment Feedback Button: The SWP plan will be available on the Woodland Park Magnet School website. Parents and community members may offer input and/or give feedback on the SWP plan. - The SWP plan is available in the front office of Woodland Park Magnet School for parents to review and offer input and feedback. <p>Evaluation:</p> <ul style="list-style-type: none"> - Parent Panorama Survey in Spring-Parents are invited to give input on many issues including the school's SWP plan and implementation. -Parent meeting in May to illicit ideas and feedback on survey results and Comprehensive Needs Assessment 	<p>Goal(s): 1,2,3,4,5,6, and 7</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> ✓ 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>Copies of the SWP plan, paper, cardstock, School Website, device to access website for parent use</p> <p>Estimated Cost:</p> <p>1000.00</p>	<p>Effectiveness Measure:</p> <p>Parent Panorama Survey, Parent feedback on website, Notes from parent input /feedback, sign in sheets, flyers, pictures, reports, agenda</p> <p>Effectiveness Results:</p>
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <p><u>PAWS meetings-</u> Parent and Teacher organization that will meet monthly to discuss many important issues including the school's SWP plan and implementation.</p> <p><u>Teacher/Parent Conferences-Parents</u> are invited to school to meet with the teacher and other school personnel to discuss the student's progress at school.</p> <p><u>SAT Meetings-School Building Level Committee Meetings</u> will be held weekly to meet with the parents of at-risk students. Plans to assist students academically and behaviorally will be developed and monitored.</p> <p><u>IEP Meetings-</u> Parents of students with disabilities will be</p>	<p>Goal(s): 1,2,3,4,5,6, and 7</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <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>Copies of SWP plan Parent Conference forms SBLC agendas and forms, including intervention data Copies of IEP's and Behavior plans Open house schedule, agenda and sign in Meet and greet schedule, agenda and sign in. light refreshments,</p>	<p>Effectiveness Measure:</p> <p>Parent feedback Sign in sheets for attendance measure, flyers, pictures, reports, agenda</p> <p>Effectiveness Results:</p>

invited to participate in the creation of Individual Education Plans for their child.			decorations and signs	
			Estimated Cost: 500.00	

<p>Describe how the school communicates information to parents regarding the strategies and activities in the SWP, curriculum, assessments, student progress, etc.:</p> <p>Robo-Calls- The school notifies parents of important information using a message sent via an automated call system.</p> <p>Weekly Teacher Newsletters- Teachers communicate information about curriculum and assessments by using a weekly Newsletter sent home each week with the student.</p> <p>Weekly Graded Paper Folder- Teachers send home work, notes, and reminders in a weekly graded paper folder each week.</p> <p>Oncourse Connect- Parents can log in to Oncourse Connect to check student's grades, missing assignments and absences. Also parents can see any alerts sent regarding assignments or behavior.</p> <p>Monthly School Calendar- The school will communicate information about upcoming events by sending home a monthly calendar with the student.</p> <p>School Website- Parents can check the school website for information about teachers, curriculum, upcoming events and progress toward school goals.</p> <p>Meet and greet- Parents and students are invited to meet teachers before the first day of school, deliver supplies, visit classrooms and school grounds to become more familiar.</p> <p>Digital Signage- A brightly colored digital sign near the front of the school will be used to communicate important messages and updates to parents throughout the year.</p>	<p>Goal(s): 1,2,3,4,5,6 and 7</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: Open House schedule and materials Meet and greet materials Colored paper, ink, cardstock, communication folders, Digital sign and maintenance agreement</p> <p>Estimated Cost: 3500.00</p>	<p>Effectiveness Measure: Sign in sheets for attendance, Surveys from parents, and feedback, flyers, pictures, reports, agenda</p> <p>Effectiveness Results:</p>
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Parent Family Engagement Activity: <ul style="list-style-type: none"> ● Open House- (August) Parents attend to receive an overview of State Standards, State, District, and School Assessments and other parent resources. Parents will be invited to review the SWP and give feedback as well as schedule parent teacher conferences. 	Goal(s): 1,2,3,5,6, and 7	Budgets used to support this activity: <ul style="list-style-type: none"> ✓ 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 	Items Needed: Copies of state assessments and standards, copies of parent resources, materials for centers/games Estimated Cost: 300.00	Effectiveness Measure: Parent sign in, Parent feedback, agendas, flyers, pictures Effectiveness Results:
Parent Family Engagement Activity: <ul style="list-style-type: none"> ● Family Game Night/Curriculum Night- (October) Parents will be invited to learn about activities they can share with students at home to improve basic literacy skills. Parents will learn about State and District Assessments as well as receive resources to assist students. 	Goal(s): 1,2,3,5,6, and 7	Budgets used to support this activity: <ul style="list-style-type: none"> ✓ 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 	Items Needed: Copies of relevant data Materials for games/centers Books Estimated Cost: 300.00	Effectiveness Measure: Parent sign in, Parent feedback, agendas, flyers, pictures Effectiveness Results:
Parent Family Engagement Activity: <ul style="list-style-type: none"> ● Art/Talent Showcase: (April)-Parents will be invited to see students' artistic and academic talents through projects created in class. This will also be a time to share data and progress towards our school goals. 	Goal(s): 1,2,3,5,6, and 7	Budgets used to support this activity: <ul style="list-style-type: none"> ✓ 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 	Items Needed: Copies of relevant data, Art materials for projects, display for art, light refreshments Estimated Cost: 500.00	Effectiveness Measure: Parent sign in, Parent feedback, agendas, flyers, pictures Effectiveness Results:

Parent Family Engagement Activity: <ul style="list-style-type: none"> Parent information articles/handouts detailing academic strategies will be given periodically at other Parent and Family Engagement Events such as: <ul style="list-style-type: none"> -VIP Breakfast -Veteran's Day Program -Christmas Program -Grandparent's Bingo -Thanksgiving Luncheon -100th Day celebration and Parade -Movie Night -Trunk or Treat -Are you Smarter than a Third Grader -(Monthly) PAWS Meetings and Wildcat of the month 	Goal(s): 1,2,3,5,6, and 7	Budgets used to support this activity: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> DEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	Items Needed: Copies of Resources, pamphlets/workbooks for students, Materials to support activities (Bingo), light refreshments, decorations and posters to advertise. Estimated Cost: 1500.00	Effectiveness Measure: Parent sign in, Parent feedback, agendas, flyers, pictures Effectiveness Results:
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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
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Title I School Planning: <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. 	Goal(s): 1,2,3,4,5, 6, and 7	Budgets used to support this activity: <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 	Items Needed: Stipends Substitutes Estimated Cost: 3500.00	Effectiveness Measure: Agendas, sign-in, teacher surveys, completed SWP Effectiveness Results:
Rigorous, Standards-Based Curriculum: -LDOE Guidebooks 2.0-Rigorous ELA curriculum aligned to the standards (3rd grade) -Wit and Wisdom and CKLA -Implementation of Tier 1 curriculum (k-2) -Social Studies/Science- Use of LDOE Science and Social Studies scope and sequence, Instructional tasks, item sets, and correlation to Tier 1 curriculums when appropriate. -School Wide Reading plan- Use of computer based intervention and Oral Reading Fluency as indicators and intervention toward meeting grade level expectancies. -Eureka Math- Rigorous math instruction for grades pre-k4 -Strategies- ORF, Kagan, Math models and manipulatives -Curriculum alignment planning teams- Focus on alignment of curriculum and common assessments to ensure implementation -DIGG curriculum implementation in pre-K	Goal(s): 1,2,3,4,5,6, and 7	Budgets used to support this activity: <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 	Items Needed: Materials to support implementation of Tier 1 ELA curriculum including but not limited to: index cards, chart paper, globes, sentence strips, white boards, chalk, masking tape, primary ruled writing paper, pencil grips, pencils, crayons, markers, trays for centers, journals, plastic sleeves, laminating pouches, folders, highlighters Materials to support Science instruction: compasses,	Effectiveness Measure: LEAP assessment results, M-Class scores and data from ORF, SLT assessment results, SRI, Computer based intervention reports, report cards, classroom assessments, district benchmark tests Effectiveness Results:

			magnet sets, flashlights, mirrors, books related to scientific topics, habitats kit, landforms kit, tuning forks, states of matter kit, friction rods, life cycles kit, fossils kit. Computer based intervention license and ORF passages, binders to keep data, page protectors Substitutes for curriculum alignment Estimated Cost: 25000.00	
Use of Academic Assessments to Improve Instruction: -Leap 2025 -SLT's -M-Class -State guidebook assessments -District Benchmark assessments -Weekly review of data during collaboration meetings -TS Gold	Goal(s): 1,2,3,4,5,6, and 7	Budgets used to support this activity: <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	Items Needed: Testing materials, Oral reading fluency kits and materials, books, materials for collaboration such as chart paper, markers, highlighters, pens, pencils, folders, binders, sheet protectors Estimated Cost: 1500.00	Effectiveness Measure: Report card grades, Leap 2025, M-Class scores, District Benchmark scores, SLT results Effectiveness Results:

<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <p>Our students with disabilities may be included full day in the regular education classroom with monitoring, resource minutes, or self-contained minutes. We have inclusion and Tier 2 and 3 self contained settings.</p> <p>Students in Tier 3 self-contained settings may participate in Leap Connect Curriculum; otherwise students receive accommodations in the regular core curriculum. Strategies may include scaffolded instruction, small group remediation and targeted reading intervention. Special education paraprofessionals are strategically placed within classroom settings to assist students based on need.</p> <p>Curriculum based assessments and intervention programs are used to determine student needs and progress. Students in the SAT process are monitored through intervention assessments and meetings to discuss progress.</p> <p>Teachers meet weekly within collaboration to discuss data and strategies specific to students with disabilities.</p>	<p>Goal(s): 1,2,3,4,5,6, and 7</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>Core curriculum materials Leap Connect materials Paraprofessionals Collaboration meeting materials such as chart paper, markers, highlighters, pens, pencils, folders, binders, sheet protectors</p> <p>Estimated Cost: 1500.00</p>	<p>Effectiveness Measure: Leap 2025 SLT results Weekly assessment data summative</p> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</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> <p>At Woodland Park Magnet School we have a Spanish teacher who provides services to EL students on a weekly basis. The teacher is also available for additional intervention with EL students and translation services for parents.</p> <p>-Imagine Learning -District translation services -Google translate</p>	<p>Goal(s): 1,2,3,4,5,6, and 7</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>EL materials and books Teacher</p> <p>Estimated Cost: 500.00</p>	<p>Effectiveness Measure: LEAP 2025, report grades, ELPT results, agendas, flyers, pictures</p> <p>Effectiveness Results:</p>

Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions: All students will participate in a school wide intervention time based on student need as determined by classroom assessment and M-Class. -Teachers will analyze classroom assessments and performance to determine if students may be at risk. -If a student is determined to be at risk, that student will receive additional intensive intervention during enrichment times and may be referred to SAT. -SAT team meets weekly to discuss students at risk and share data to determine if intervention is successful or further evaluation or screening is needed.</p>	<p>Goal(s): 1,2,3,4,5,6, and 7</p>	<p>Budgets used to support this activity: <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>	<p>Items Needed: Intervention materials tied to Tier 1 curriculum SAT protocol Intervention list</p> <p>Estimated Cost: 2500.00</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need: -M-Class- Part of the school wide reading plan, students will be monitored in repeated readings of oral reading fluency passages. -SSR time-Silent Sustained Reading-time is built into each class schedule to allow 10-15 minutes of SSR which will improve reading fluency. -Classroom teachers will implement interventions in ELA and Math based on student needs in small groups.</p>	<p>Goal(s): 1,2,3,4,5,6, and 7</p>	<p>Budgets used to support this activity: <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>	<p>Items Needed: Classroom library books Intervention materials tied to Tier 1 curriculum</p> <p>Estimated Cost: 8000.00</p>	<p>Effectiveness Measure: Student assessment and intervention 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: -Collaboration meetings- Data is reviewed and students who continue to be at risk are identified. -SAT Process- Interventions are developed and implemented by teachers. Data is shared and decisions are made regarding recommended evaluations/screenings or additional interventions.</p>	<p>Goal(s): 1,2,3,4,5,6, and 7</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III</p>	<p>Items Needed: Intervention resources, SAT forms, IEP's and other Special Education forms and materials</p>	<p>Effectiveness Measure: Student Assessment Data, meeting logs, IEP progress reports, CAP meeting logs, Parent invites</p> <hr/> <p>Effectiveness Results:</p>

-IEP Process- Goals are revisited, decisions for more restrictive environment and/or reevaluation -504 Committee Meetings-Students may be referred to the 504 committee to determine if a disability is present that substantially limits one or more life activities such as learning.		<input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	Estimated Cost: 2500.00	
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Interventions Specific to <u>Students with Disabilities</u>: -Teachers use a multisensory approach to teaching and learning - Students receive small group instruction daily to address learning deficits. -Students receive instruction at their instructional level with accommodations and modifications. -Students that qualify receive additional services such as speech, adapted PE, Occupational Therapy, and Physical Therapy. -The LA Connectors for Students with Disabilities (Students who qualify based on evaluation results) 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 IEP student to focus on meaning and then engage in the content specific practices in ELA, Math, Science, and Social Studies.	Goal(s): 1,2,3,4,5, 6, and 7	Budgets used to support this activity: <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	Items Needed: Multi-sensory materials and interventions LA Connectors Curriculum Estimated Cost: 2500.00	Effectiveness Measure: Student assessment data (LEAP 2025 and LEA ³ Connect)
				Effectiveness Results:
Interventions Specific to <u>English Learners</u>: -Spanish teacher will provide additional intervention to EL students in the form of additional interventions during enrichment times and assistance in class. -Teachers use a multisensory approach to teaching and learning - Students receive small group instruction daily to address learning deficits. -Students receive instruction at their instructional level with accommodations and modifications.	Goal(s): 1,2,3,4,5, 6, and 7	Budgets used to support this activity: <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	Items Needed: EL intervention materials such as books in Spanish that support literacy standards, workbooks, and flashcards Estimated Cost: 1000.00	Effectiveness Measure: Student assessment: data, ELL plans, pictures
				Effectiveness Results:

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> <p>At Woodland Park Magnet School, we have extended learning opportunities available through gifted education, talented art/theatre/music, PE, Art, Library, Spanish and Broadcasting.</p> <p>-Woodland Park provides support through speech, physical therapy, adapted PE, occupational therapy, visually impaired, and audio deficits.</p> <p>-We have community support through Kiwanis Club, Paws, and restaurant incentives for reading. -Guest speakers and special programs addressing content standards.</p> <p>-Alternative Classroom Education for Students (ACES) supporting students with behavioral needs.</p> <p>-Range of special education classes-reduced numbers, moderate, resource, and gifted. -ESL services</p>	<p>Goal(s): 1,2,3,4,5,6 , and 7</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>Teachers, paraprofessional, therapists, parent and community volunteers</p> <p>Estimated Cost: 0</p>	<p>Effectiveness Measure: Student assessment data, program participation roles</p> <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> <p>-21st Century Learning after school with transportation: Students identified as needing additional support will be offered after school tutoring opportunities throughout the year to address academic concerns.</p> <p>-District after school program with transportation: Students identified as needing additional support will be offered after school tutoring opportunities throughout the year to address academic concerns.</p> <p>-Field Trip Incentives: Students will be rewarded for academic performance and improvement with field trip opportunities at no cost to the parent/student. •</p>	<p>Goal(s): 1,2,3,4,5,6 , and 7</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>Tutoring materials, teachers and paraprofessionals, bus transportation, fees associated with field trips</p> <p>Estimated Cost: 7000.00</p>	<p>Effectiveness Measure: Student rosters and assessment data, report cards, field trip rolls, pictures</p> <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:				
Strategies Used to Prevent and Address Problem Behavior: -Implementation of PBIS procedures and incentives: Teachers will be trained and utilize classroom procedures and incentives to drive positive student behavior expectations. -Monthly PBIS meetings-Behavior data used to guide plans and on-going incentives -School wide and classroom procedures -Character training programs to be used with students in ACES -The counselor will provide individual, small group and classroom guidance instruction. -Trust Based Relationships Intervention training	Goal(s): 1,2,3,4,5,6 , and 7	Budgets used to support this activity: <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"/> Bond Money <input type="checkbox"/> Other	Items Needed: Teachers PBIS incentives Substitutes for training Character training TBRI training materials and books program/license Counselor Estimated Cost: 5000.00	Effectiveness Measure: Discipline data, attendance data, counselor log (PBIS reward system data) Effectiveness Results:
Strategies for Assisting Students in the Transition from One School to the Next:				
Transition Activities for Incoming and Outgoing Students: -Meet and Greet (August): Opportunity for incoming students to meet teachers and tour campus. -Collaboration/Transition meeting (May): Opportunities for CASE teacher at Woodland Park Magnet School to meet with Greenville Park to transfer information regarding students and their individual needs. Regular education teachers in 3rd and 4th grades will also collaborate on needs of the grade level as a whole. -Field Trip for 3rd grade (May): Students going to 4th grade at Greenville Park will have an opportunity to visit and ask questions along with parents as students transition to 4th grade.	Goal(s): 1,2,3,4,5,6 , and 7	Budgets used to support this activity: <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	Items Needed: Teachers, bus transportation, substitutes, copies of IEP's Estimated Cost: 1500.00	Effectiveness Measure: Student and Teacher surveys, Parent feedback, sign in sheets, pictures, flyers Effectiveness Results:

		<input type="checkbox"/> Other	
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Professional Development				
<i>High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction</i>				
Professional Learning Communities (PLCs): -PLC meetings will be held once per nine weeks (12/13/21, 12/14/21, 12/15/21, 12/16/21, 2/21/22, 2/22/22, 2/23/22, 2/24/22) -PLC meeting will be led by the curriculum coach and teacher leaders. -PLC meetings will focus on analyzing data, creating common assessments and aligning curriculum using backwards design.	Goal(s): 1,2,3,4,5,6, and 7	Budgets used to support this activity: <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	Items Needed: Materials for curriculum alignment, substitutes, PLC schedule Estimated Cost: 3000.00	Effectiveness Measure: Student assessment data, Teacher sign in, Lesson plans (NIET observation scores) Effectiveness Results:
Professional Development: <ul style="list-style-type: none"> Other Professional Training: <ul style="list-style-type: none"> * Conferences/Trainings 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. -Saturday Seminars and After School Training: Teachers will participate in a variety of PD opportunities based on topics identified as teacher needs.	Goal(s): 1,2,3,4,5,6, and 7	Budgets used to support this activity: <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	Items Needed: -Substitutes -Stipends -See individual Prior Approvals for specific items needed Estimated Cost: 10000.00	Effectiveness Measure: Teacher sign in, agendas from conferences/trainings, lesson plans, NIET teacher rating Effectiveness Results:

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

- School Administrators 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 colleges 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 provides an alternative 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 recommendation 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. 	Goal(s): 1,2,3,4,5,6, and 7	Budgets used to support this activity: <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 	Items Needed: None at the school level Estimated Cost:	Effectiveness Measure: Increase in student achievement as measured by annual academic assessments <hr/> Effectiveness Results:
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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:

- Student assessment data will be monitored during weekly collaboration meetings and progress towards school goals monitored.
- Teachers will use weekly, unit, and benchmark tests to monitor student success towards identified goals.
- SLT results will be used to determine student academic success in ELA and Math.

-Special education teachers will analyze assessment data and growth towards IEP goals to determine student success and revision of IEP goals as needed. -2022 LEAP scores, Dibels data, discipline and attendance data will be used to evaluate goals and drive the design of new goals.
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 team will meet in January 2022 and May 2022 to analyze all student data as well as initiatives that were implemented to meet goals.
Describe how and when the evaluation results of the SWP are reported to the school's stakeholders (faculty, staff, parents/families, and community members): -Our SWP evaluation results will be reported in August of the 2021-2022 school year. The results will be communicated to faculty and parents through our PAWS meetings, a newsletter to all parents, and faculty meetings.

2021-2022 Committee Members	
<u>School Improvement Planning Committee</u> Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP	<u>Parent/Family Engagement Committee</u> Responsible for the Implementation of the PFE Activities in the SWP
Members Include: <ul style="list-style-type: none"> Principal: Reginald Elzy Assistant Principal: Tebbe Jackson Curriculum Coach: Delores Menona Magnet Specialist: Melinda Blache Disciplinarian: Sean Williams Literacy Coach: Aimee Hampton Title I Chairperson: Delometria Story Teacher: Chastity Alexie Parent: Whitney Floyd Community Member: Dennis Hebert 	Members Include: <ul style="list-style-type: none"> Principal: Reginald Elzy Assistant Principal: Tebbe Jackson Curriculum Coach: Delores Menona Magnet Specialist: Melinda Blache Disciplinarian: Sean Williams Literacy Coach: Aimee Hampton Title I Chairperson: Delometria Story Teacher: Chastity Alexie Parent: Whitney Floyd Community Member: Dennis Hebert
You may add more members. Provide title and name of each member.	You may add more members. Provide title and name of each member.

SCHOOL ASSURANCES

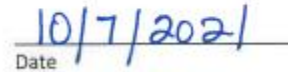
SCHOOL ASSURANCES

- ✓ 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.


Principal Signature


Date


Chairperson, Schoolwide Improvement Team Signature


Date