

# 2021-2022 Schoolwide Plan



**Lucille Nesom Memorial School**  
**PreK- 8th Grade**

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

School Nesom Memorial School

SPS 55.4

Letter Grade "D"

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	\$2,000
Copy machine, Duplicator, Printer		x		\$2,000
Service Contracts				\$1,500
Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs		x		\$2,000
Mice, Headphone, Keyboard, USB Cord, Cat Cable, Adaptors		x		\$1,000
Laminator, Laminating Film	x	x		\$1,000
Poster Maker, Poster Paper, ink	x	x		\$1,500
Communication Folders, Planners	x	x		\$2,000
Binders, manila folders, folders, pocket folders, loose leaf paper, tab dividers, page protectors,	x	x	x	\$1,000
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	x	x	\$1,500

Dry Erase Supplies: boards, erasers, cleaner, markers		x	x	\$500
Science Refill Kits, other Science supplies,		x		\$500

1. COMPREHENSIVE NEEDS ASSESSMENT	
<p><i>and</i></p> <ul style="list-style-type: none"> <li>● <i>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.</i></li> <li>● <i>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.</i></li> </ul>	
STRENGTHS	WEAKNESSES
- <b>Well Being:</b> 65% responded favorably when asked about their perceptions of their own professional well-being.	Comprehensive Intervention Required
Only had 111 discipline referrals for the year of 20-21	Urgent Intervention Required for Academics
- <b>Teacher-Student Relationships 3rd-5th:</b> 65% say they have a strong connection between teacher and students within and beyond the classroom. When compared with TPSS District, we fall 5% lower than the district average of 70%.	24% of students scored Mastery or Advanced on LEAP 2025 in ELA
35% of Nesom Students Demonstrated Top Growth	13% of students scored Mastery or Advanced on LEAP 2025 in math
School Performance Score has increased each year for the last 3 years	13% of students scored Mastery or Advanced on LEAP 2025 in science
Outside consultants – ANet and LDOE with continuous Professional Development opportunities	14% of students scored Mastery or Advanced on LEAP 2025 in science

<p><b>-Supportive Relationships:</b> 83.5% feel supported thought their relationships with friends, family, and adults at school. When compared to our districts, we fall are 1.5% above the district average of 82%.</p>	<p><b>Engagement: 6<sup>th</sup>-8<sup>th</sup> - 27%</b> say they are attentive and invested in the classroom. When compared to our district, we are the same as our district average of 27%. Only 16% stated they are excited to go to class and when they are not in school, they do not talk about ideas from class.</p>
<p><b>-Staff-Leader Relationships:</b> 77% say they have favorable perceptions of staff relationships with school leaders.</p>	<p>Science and social studies were a Level 0-1 on the LADOE Curriculum Implementation Scale</p>
<p>Math &amp; ELA were a Level 2 on the LADOE Curriculum Implementation Scale</p>	<p><b>-School Climate:</b> 42% say they are valued members of the school community. When compared with TPSS District, we fall 12% lower than the district average of 54%</p>

**DATA SOURCES- List all Data sources analyzed (see instructions in Title I Crate Section 2):**

<p><b>PreK Gold Dibels Scores Discipline monthly reports</b></p>	<p><b>Eureka Benchmark Leap 360 Weekly Assessments Data</b></p>	<p><b>Faculty and Staff Paronma Survey Students Paronma Survey</b></p>	<p><b>Curriculum Implementation Scale</b></p>
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**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 the end of 2021-2022 school year, the school performance score will increase 4.3 pts. from 55.7 to 60.0.

The School ELA index will increase 5pts from 54.3 to 59.3.  
The School Math index will increase 5pts from 32.9 to 37.9.  
The School Science index will increase 5 pts from 39.0 to 44.  
The School Social Studies index will increase 5pts from 33.4 to 38.4.

2. By the end of the 2021-2022 school year, the students' performance label will increase from “D” to a “C” which is a growth of 5%.

3. By the end of the 2021-2022 school year, discipline incidents will decrease from 161 to 153, which is a decrease of 8%.

4. By the end of the 2021-2022 school year, students scoring Mastery or above on LEAP 2025 will increase from 163 to 172 which is a growth of 5%.

5. By the end of the 2021-2022 school year, the Students who scored mastery and above will increase by 5% from 23% to 28%.

6. Our Projected 2021-2022 School Performance Score (SPS) = 60.0 + C

7. Increase the number of students scoring Mastery and above by 5% (163 to 172 students).

8. The ELA Assessment will increase by 5pts from 54.3 to 59.3.

9. Increase the number of students in grades 3rd-8th grade scoring Basic and above on the Writing Expression subcategory of the LEAP 2025 assessment in grades 3rd-8th grade.

10. The School Math index will increase 5pts from 32.9 to 37.9.

11. The School Science index will increase 5 pts from 39.0 to 44.

12. The School Social Studies index will increase 5pts from 33.4 to 38.4.

13. Increase the number of students with disabilities (special education and 504) and ELL students scoring basic and above on the Leap by 5%.

14. Decrease discipline incidents by 10%.

15. Reduce teacher turnover by 15%.

16. Increase the number of students in grades 4th-8th grade meeting their growth to mastery target in ELA and Math by 5%.

17. Increase parental involvement in grades 5th-8th by 10%.

18. Increase all subjects for grades Prek-8th grade curriculum implementation rating by 1pt.

19. Increase the understanding of other cultures and students, faculty and staff, and stakeholders feel valued by 10%

## 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) ADDRESSE D	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p><b>Describe how all parents will be involved in the design and evaluation of the SWP (include the month that activity will take place):</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>● Parents are able to give input, express concerns and thoughts regarding the SWP at meetings, activities, and events. (Dec./March/May)</li> <li>● Tickets out the door will be utilized at meetings, activities, and events to identify strengths and weaknesses of the event to be addressed by the school leadership team.</li> <li>● All parents will be invited and encouraged to participate in the annual Surveys. (Dec.)</li> <li>● Results from the Needs Assessment Surveys will be utilized to address the strengths and weaknesses of the school. (May)</li> </ul>	<p><b>Goal(s):</b> Increase Parental involvement activities in grade 6th-8th</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li>● Title I</li> <li>● Title II</li> <li>● LA4</li> <li>● IDEA</li> <li>● Title III</li> <li>● Title IV</li> <li>● Perkins</li> <li>● JAG</li> <li>● Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Paper</li> <li>*Folders</li> <li>*Card Stock</li> <li>*Ink</li> <li>*toner</li> <li>*labels</li> <li>*Pens</li> <li>*Markers</li> <li>*tape</li> <li>*post it notes</li> <li>*staples</li> <li>*dry erase boards</li> <li>*dry erase markers</li> <li>*envelopes</li> <li>*Manila Folders</li> </ul>	<p><b>Effectiveness Measure:</b> Sign-In Sheets Agendas Exit Tickets Survey Results</p> <p><b>Effectiveness Results:</b></p>



<ul style="list-style-type: none"> <li>Parents and/or community members will be involved in the design of the SWP.(Dec./March/May)</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>Parents assist in the implementation of the plan through attendance of PTO meetings, helping with planning events, and working at the events.</li> <li>Monthly Newsletters are sent home to educate parents on how to help their students reach target school-wide goals.</li> <li>School websites and broadcasts are also used to educate parents of school-wide meetings, events, and activities.</li> <li>Virtual formats/platforms</li> </ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Parents complete the Needs Assessment Survey. A parent letter will be sent home at the end of the year regarding parent feedback of programs including in the SWP.</li> <li>Ticket out the Door and surveys will provide feedback from stakeholders.</li> <li>The results of the SWP will be presented at the 2020-2021 Open House for parents and students.</li> <li>Parents will be presented with the evaluation results as well as the school data information in May as it relates to our school's academic performance.</li> </ul>			<p>*Laminator *Laminator Film</p> <p><b>Estimated Cost:\$200</b></p>	
<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li><b>Home Connection Folders:</b>Used to inform parents of a student's progress within the grade-level curriculum and important school-wide information.</li> <li><b>Monthly Newsletters:</b>Information is provided about classroom curriculum and important dates</li> <li><b>Teacher Webpage:</b>Information is provided about</li> </ul>	<p><b>Goal(s):</b> Increase Parental involvement activities in grade 6th-8th</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Paper</li> <li>*Folders/Planners</li> <li>*Card Stock</li> <li>*Ink</li> <li>*Postage</li> <li>Laminator</li> <li>*Laminator Film</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>Sign-In Sheets</li> <li>Agendas</li> <li>Exit Tickets</li> <li>Survey Results</li> </ul>

<p>classroom curriculum and important dates</p> <ul style="list-style-type: none"> <li>● <b>School Website:</b> Updated information is provided regarding events. Easy access to the student progress center, school-board website, and teacher web pages are provided</li> <li>● <b>School Facebook:</b> Updated information is provided regarding events.</li> <li>● <b>School Messenger:</b> Robo-Call used to inform parents of a student's progress within the grade-level curriculum and important school-wide information. Different languages could be utilized to reach Hispanic parents if needed.</li> </ul>				
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		<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><b>Estimated Cost: \$2,000</b></p>	<p><b>Effectiveness Results:</b></p>
<p><b>Describe how the school communicates information to parents regarding the strategies and activities in the SWP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>● The SWP will be available to parents and the community for viewing during monthly PTO Meetings and Parent and Family Engagement Activities.</li> </ul>	<p><b>Goal(s):</b> Increase Parental involvement activities in grade 6th-8th</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li>● Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Paper</li> <li>*Folders/Planners</li> <li>*Card Stock</li> <li>*Ink</li> <li>*Pens</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>Sign-In Sheets</li> <li>Agendas</li> <li>Exit Tickets</li> <li>Survey Results</li> </ul>

<ul style="list-style-type: none"> <li>Weekly reminders will be sent home to parents advising them of curriculum skills being taught to their child. Monthly newsletters are sent from our staff and PTA to help inform parents of curriculum and school activities. Events are planned throughout the year where the staff share curriculum updates with parents. (Calls on messenger, Dojo, Parent Handbook, &amp; Monthly Calendar)</li> </ul>		<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	*Markers Laminator *Laminator Film  <b>Estimated Cost:\$200</b>	<b>Effectiveness Results:</b>
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>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></li> <li>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.</li> </ul>	<p><b>Goal(s):</b>  Increase Parental involvement activities in grade 6th-8th</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><del>Title I</del></li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>District Translator</li> </ul> <b>Estimated Cost:\$200</b>	<p><b>Effectiveness Measure:</b>Sign-In Sheets  Agendas  Exit Tickets  Survey Results</p> <hr/> <b>Effectiveness Results:</b>

*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><b>Parent Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>Meet and Greet- August 9th ,2021</li> </ul> <p>Meet and Greet is normally held before the official first day of school. At Meet and Greet, students and parents will meet the faculty and staff and tour the campus. It is an opportunity for students to familiarize themselves with the campus, so that students have a smooth first day of school. This is an opportunity for the PTO to recruit parents via Google Documents.</p>	<p><b>Goal(s):</b></p> <p>Increase Parental involvement activities in grade 6th-8th</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Chromebooks</li> <li>*Paper</li> <li>*Color Paper</li> <li>*Cardstock</li> <li>*Poster boards</li> <li>*Chart Paper</li> <li>*Markers</li> <li>*Teacher requested materials for activities</li> <li>*Laminator</li> <li>*Laminator Film</li> </ul> <p><b>Estimated Cost:\$200</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Recoding of Activity Agendas Survey Results Log in Reports</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>Open House-October 20,2021</li> </ul> <p>Open House is normally held after the first month of school. Teachers provide parents with information such as school-wide and classroom rules, routines, and procedures. Parents get an opportunity to tour the school again, and parents have an opportunity to schedule conferences related to behavior and academics via Google Document. This is also an opportunity for the PTO to recruit parents via Google Documents.</p>	<p><b>Goal(s):</b></p> <p>Increase Parental involvement activities in grade 6th-8th</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Chromebooks</li> <li>*Paper</li> <li>*Color Paper</li> <li>*Cardstock</li> <li>*Poster boards</li> <li>*Chart Paper</li> <li>*Markers</li> <li>*Teacher requested materials for activities</li> <li>*Laminator</li> <li>*Laminator Film</li> </ul> <p><b>Estimated Cost:\$200</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Recoding of Activity Agendas Survey Results Log in Reports</p> <hr/> <p><b>Effectiveness Results:</b></p>

<p><b>Parent Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>Literacy Night-November 16, 2021</li> </ul> <p>Literacy Night is a family engagement night where families come together to play games and engage in Literacy . Activities include phonics games, reading strategies, and activities parents can compete to encourage literacy engagement.</p>	<p><b>Goal(s):</b></p> <p>Increase Parental involvement activities in grade 6th-8th</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Chromebooks</li> <li>*Paper</li> <li>*Color Paper</li> <li>*Cardstock</li> <li>*Poster boards</li> <li>*Chart Paper</li> <li>*Markers</li> <li>*Teacher requested materials for activities</li> <li>Laminator</li> <li>*Laminator Film</li> </ul> <p><b>Estimated Cost:\$200</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Recoding of Activity Agendas Survey Results Log in Reports</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Parent Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>Eureka Math Night- November 16, 2021</li> </ul> <p>Eureka night is a family engagement night that focuses on math concepts and skills. Teachers provide information to parents about the Eureka Tier I Curriculum and how the curriculum connects to the state standards and LEAP 20205 Assessment. Also, during this night, parents play games with students, using</p>	<p><b>Goal(s):</b></p> <p>Increase Parental involvement activities in grade 6th-8th</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Chromebooks</li> <li>*Paper</li> <li>*Color Paper</li> <li>*Cardstock</li> <li>*Poster boards</li> <li>*Chart Paper</li> <li>*Markers</li> </ul>	<p><b>Effectiveness Measure:</b></p> <p>Recoding of Activity Agendas Survey Results Log in Reports</p>
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<p>strategies and structures learned within the Tier I Curriculum (RDW, number bonds, tape diagram).</p>		<input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<p>*Teacher requested materials for activities  Laminator  *Laminator Film</p> <p><b>Estimated Cost:\$200</b></p>	<p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>• Donuts for Dads-(Prek-4th) October 11, 2021</li> <li>• Donuts for Dads(5th-8th)-October 12, 2021</li> </ul> <p>Donuts for Dad is a family engagement opportunity for father figures to attend a special program with their child. Guest community speakers are invited to lead out in various topics about the importance of being present. Games such as "How well do you know your dad, grandfather, etc." are played and prizes are given. This is also an opportunity for PTO to recruit male members.</p>	<p><b>Goal(s):</b>  Increase Parental involvement activities in grade 6th-8th</p>	<p><b>Budgets</b> used to support this activity:</p> <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><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Donuts</li> <li>*Juice</li> <li>*plates</li> <li>*napkins</li> <li>*cups</li> <li>*serving gloves</li> <li>*utensils</li> </ul> <p><b>Estimated Cost:\$500</b></p>	<p><b>Effectiveness Measure:</b>  Sign-In Sheets  Agendas  Exit Tickets  Survey Results  Reports</p> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>• Jingle and Mingle with Moms(Prek-4th)- December 21, 2020</li> <li>• Jingle and Mingle with Moms (5th-8th)- December 22, 2020</li> </ul> <p>Jingle and Mingle with Moms is an opportunity for mother figures to engage in activities with their child at school. This</p>	<p><b>Goal(s):</b>  Increase Parental involvement activities in grade 6th-8th</p>	<p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> DEA <input type="checkbox"/> Title III	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Paper</li> <li>*Color Paper</li> <li>*Cardstock</li> <li>*Poster boards</li> <li>*Chart Paper</li> <li>*Materials for activities</li> </ul>	<p><b>Effectiveness Measure:</b>  Sign-In Sheets  Agendas  Exit Tickets  Survey Results  Reports</p>

<p>family engagement activity is normally around the Christmas holidays and has a "Christmas Theme." Mom figures complete Holiday crafts such as Christmas ornaments are usually made during Jingle and Mingle. Parents and students are able to take their craft home to put on their tree or have for a keepsake. Light refreshments such as cookies and punch.</p>		<input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<p>*Light snack  *napkins  *cups  *serving gloves  *utensils  <b>Estimated Cost:\$500</b></p>	<p><b>Effectiveness Results:</b></p>
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<p><b>Parent Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>Grandparent Day- September 10, 2021</li> </ul> <p>Grandparents Day is a day dedicated to acknowledging and celebrating the important contribution made by grandparents to the well-being and education of children within their family. It is an opportunity for families to show their gratitude and respect for the older generation and to honour grandparents.</p>	<p><b>Goal(s):</b>  Increase Parental involvement activities in grade 6th-8th</p>	<p><b>Budgets used to support this activity:</b></p> <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	<p><b>Items Needed:</b></p> <p>*Paper  *Color Paper  *Cardstock  *Poster boards  *Chart Paper  *Light snack  *napkins  *cups  *serving gloves  *utensils  <b>Estimated Cost:\$500</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Sign-In Sheets  Agendas  Exit Tickets  Survey Results  Reports</p> <p><b>Effectiveness Results:</b></p>
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<p><b>Parent Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>Multicultural Day-April 14, 2022</li> </ul> <p>Multicultural Day is a day dedicated to acknowledging and celebrating the important contribution made by different</p>	<p><b>Goal(s):</b>  Increase Parental involvement activities in grade 6th-8th</p>	<p><b>Budgets used to support this activity:</b></p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> DEA	<p><b>Items Needed:</b></p> <p>*Paper  *Color Paper  *Cardstock  *Poster boards  *Chart Paper  *Light snack</p>	<p><b>Effectiveness Measure:</b></p> <p>Sign-In Sheets  Agendas  Exit Tickets  Survey Results  Reports</p>
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<p>cultures to the well-being and education of children within their family and community. It is an opportunity for families to show their gratitude and respect for the different cultures within our communities.</p>		<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<p>*napkins          *cups          *serving gloves          *utensils  <b>Estimated Cost:\$200</b></p>	<p><b>Effectiveness Results:</b></p>
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<p><b>Parent Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>Black History Museum - February 25, 2021</li> </ul> <p>Black History Museum is a program dedicated to acknowledging and celebrating the important contribution made by people of color to the well-being and education of children. It is an opportunity for families to show their gratitude and respect the impact of their contribution to history.</p>	<p><b>Goal(s):</b>          Increase Parental involvement activities in grade 6th-8th</p>	<p><b>Budgets</b> used to support this activity:</p> <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	<p><b>Items Needed:</b></p> <p>*Paper          *Color Paper          *Cardstock          *Poster boards          *Chart Paper          *Light snack          *napkins          *cups          *serving gloves          *utensils  <b>Estimated Cost:\$300</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Sign-In Sheets          Agendas          Exit Tickets          Survey Results          Reports</p> <p><b>Effectiveness Results:</b></p>
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<p><b>Parent Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>Leap Night - March 14, 2022</li> </ul> <p>Leap Night is a night dedicated to provide information and important learning opportunities for parents and students</p>	<p><b>Goal(s):</b>          Increase Parental involvement activities in grade</p>	<p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> DEA	<p><b>Items Needed:</b></p> <p>*Paper          *Color Paper          *Cardstock          *Poster boards          *Chart Paper          *Light snack</p>	<p><b>Effectiveness Measure:</b></p> <p>Sign-In Sheets          Agendas          Exit Tickets          Survey Results          Reports</p>
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with the expectations of LEAP week for grades 3rd-8th grade in all subjects.	6th-8th	<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	*napkins *cups *serving gloves *utensils <b>Estimated Cost:\$200</b>	<b>Effectiveness Results:</b>
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Additional activities may be added

### 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) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
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<p><b>Title I School Planning:</b></p> <ul style="list-style-type: none"> <li>SWP meetings with Leadership Team and activities that support core instruction such as ordering and taking in/distributing supplies, data collection and review, Crate maintenance, etc.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Stipends</p> <p><b>Estimated Cost:</b></p> <p><b>\$5000</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Agendas</p> <p>sign-in</p> <p>teacher surveys</p> <p>completed SWP</p>
<p><b>Rigorous, Standards-Based Curriculum:</b> The Implementation with fidelity of a Tier I Curriculum in ELA, Math, Science, &amp; Social Studies that address the Louisiana Student Standards including:</p> <ul style="list-style-type: none"> <li>-Wit &amp; Wisdom</li> <li>-CKLA</li> <li>-Guidebooks</li> <li>-Eureka</li> <li>-PHD Science</li> <li>STEM Project Based Learning</li> <li>STEMLAB</li> <li>Unit/Module Planning Sessions</li> </ul>	<p><b>Goal(s):</b> Implement a comprehensive academic program which assess readiness and advancements of students in ELA, Math, Science, and Social Studies.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Ink</li> <li>*Copy Machine/Printer</li> <li>*Duplicator ] \$2,000</li> <li>*Service Contracts \$1,500</li> <li>*Professional Development \$5,000</li> <li>*Unit/Module Planning Sessions \$1,000</li> <li>*School-wide Planning and revision Sessions \$500</li> <li>* Materials needed to support the Tier I curriculum \$2,000</li> <li>*One on One technology \$2,000</li> <li>*Laminator \$500</li> </ul>	<p><b>Effectiveness Measure:</b></p> <p>Leap 360 Data</p> <p>Dibels Scores</p> <p>Gold Scores</p> <p>Weekly Assessment Data</p> <p>Google/OnCourse Classroom Curriculum Implementation Scale</p> <p>Weekly NIET Rubric Evaluations</p> <hr/> <p><b>Effectiveness Results:</b></p>

			<p>*Poster Maker/Paper \$500          *Dry erase supplies  <b>Estimated Cost: \$13,000</b></p>	
<p><b>Use of Academic Assessments to Improve Instruction:</b>          The implementation of a continuous data review process to confirm that students met targeted goals including:</p> <ul style="list-style-type: none"> <li>-Weekly Data Chats</li> <li>-Data Driven Instruction and Interventions</li> <li>-Weekly PLC's</li> <li>-RTI Instruction</li> <li>-Small Group Instruction</li> <li>-School-wide Writing Strategy</li> </ul>	<p><b>Goal(s):</b>          Implement a comprehensive academic program which assess readiness and advancements of students in ELA, Math, Science, and Social Studies.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Data Charts</li> <li>*Paper</li> <li>*Color Paper</li> <li>*Cardstock</li> <li>*Poster boards</li> <li>*Chart Paper</li> <li>*Tracking Folders</li> <li>*Ink</li> <li>*index cards</li> <li>*tape</li> <li>*Document Cameras</li> <li>*Chromebook</li> <li>*Writing Professional Development</li> <li>*Remediation/Foundation al Prep Workbooks</li> <li>*Dry erase supplies</li> </ul> <p><b>Estimated Cost: \$2,000</b></p>	<p><b>Effectiveness Measure:</b>          Sign-In Sheets          Agendas          Exit Tickets          Survey Results          RTI Data          Weekly Data Reports</p> <p><b>Effectiveness Results:</b></p>

<p><b>Strategies, Curriculum, and Assessments Specific to Students with Disabilities:</b>          The Implementation of the UNIQUE curriculum will be used for Students with Disabilities.          The Unique Learning System is an online, interactive, standards-based curriculum specifically designed for students with special needs. The unit lesson plans define three levels of differentiated tasks which accommodate the diversity of learners with significant disabilities. Unique includes standards-aligned content enhanced by powerful assessments, data tools and evidence-based instructional support.</p>	<p><b>Goal(s):</b>          Implement a comprehensive academic program which assess readiness and advancements of students in ELA, Math, Science, and</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Paper</li> <li>*Color Paper</li> <li>*Cardstock</li> <li>*Poster boards</li> <li>*Chart Paper</li> <li>*Ink</li> <li>*Chromebook</li> <li>*Materials for activities</li> <li>* Materials needed to support the needs of</li> </ul>	<p><b>Effectiveness Measure:</b>          Leap Connect Data          Weekly Assessment Data          Curriculum Implementation Scale          Weekly NIET Rubric Evaluations</p>
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<p><b><u>Inclusion students for Math/ELA:</u></b> Special Education Teachers and paras support students in the classroom and collaborate with general education teachers on specific student needs.</p> <p><b><u>504 Students:</u></b> Regular Education teachers provide students with 504 plan accommodations within the instruction. These can include changes to the environment, changes to instruction, or changes to how curriculum is presented.</p>	Social Studies.	<input type="checkbox"/> Othe	<p>students with disabilities to scaffold the curriculum</p> <p>*General Supplies *Dry erase supplies</p> <p><b>Estimated Cost: \$2,000</b></p>	<p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners:</u></b></p> <p>*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> <p><b>Students will use <i>Imagine Learning</i>. Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>The EL program provides focused, intensive small-group interventions for English learners determined by the LA Connectors to be at risk for reading problems. The amount of time in small-group instruction and the intensity of this instruction reflects the degree of risk, determined by reading assessment data and other indicators. The interventions include the five core reading elements: phonological awareness, phonics, reading fluency, vocabulary, and comprehension. Explicit, direct instruction is the primary means of instructional delivery.</li> </ul>	<p><b>Goal(s):</b> Implement a comprehensive academic program which assess readiness and advancements of students in ELA, Math, Science, and Social Studies.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Paper</li> <li>*Color Paper</li> <li>*Cardstock</li> <li>*Poster boards</li> <li>*Chart Paper</li> <li>*Computers</li> <li>*Ink</li> <li>*District Translator</li> <li>*Translator App</li> <li>*Imagine Learning Program</li> <li>*Materials for activities</li> <li>* Materials needed to support the needs of students with disabilities to scaffold the curriculum</li> <li>*General Supplies</li> <li>*Dry erase supplies</li> </ul> <p><b>Estimated Cost:\$2,000</b></p>	<p><b>Effectiveness Measure:</b> ELPT Data Weekly Assessment Data Curriculum Implementation Scale Weekly NIET Rubric Evaluations</p> <hr/> <p><b>Effectiveness Results:</b></p>

## ***Interventions for At-Risk Students***

<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• Student intervention placement will be determined by analyzing the following: Leap 360 Interim Data, Dibels Data, SRI ELA/ Math Data, and Weekly Assessment Data.</li> <li>• Teachers will be responsible for lesson plans and documentation for Tier II and Tier III student interventions.</li> </ul>	<p><b>Goal(s):</b>Implement ent Implementation of School-wide Response to Intervention</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*iReady online(\$4,500)</li> <li>*Tracking Folders</li> <li>*Tier II &amp; Tier I intervention program (Zearn/iReady)\$5,000</li> <li>*Color Paper</li> <li>*Cardstock</li> <li>*Poster boards</li> <li>*Chart Paper</li> <li>*Ink</li> <li>*Remediation/Foundational Prep Workbooks</li> <li>*General Supplies</li> <li>*Dry erase supplies</li> </ul> <p><b>Estimated Cost:\$10,000</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Weekly Assessment Data System 44 Data/Read 180 Data Mindplay Data/Headsprout Data Leap 360 Data Leap 2025 Data Benchmark Data RTI Tracking Documentation Weekly NIET Rubric Evaluations</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• Tier II supplemental instructional intervention will be provided in addition to, and not in place of Tier I instruction. Students will receive core instruction plus 30 minutes of supplemental interventions 2-3 times a week instruction, specific to the student’s highest area(s) of need. Tier II interventions are provided by the classroom teacher.</li> <li>• Tier III supplemental instructional intervention will be provided in addition to, and not in place of Tier I instruction. Students will receive core instruction in the specific area of skill deficit in a small group 30-60 minutes, 4-5 days a week. Tier III interventions will be provided in the Read 180, System 44, Mindplay and Headsprouts Intervention Programs.</li> </ul>	<p><b>Goal(s):</b>Implement ent Implementation of School-wide Response to Intervention</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Tracking Folders</li> <li>*Tier II &amp; Tier I intervention program (Zearn/iReady)</li> <li>\$5,000</li> <li>* Headphones</li> <li>*mice</li> <li>*usb cord</li> <li>*cat cable</li> <li>*Poster boards</li> <li>*Chart Paper</li> <li>*Ink</li> <li>*Materials for activities</li> <li>* Materials needed to support the needs of students with disabilities to scaffold the curriculum</li> <li>*General Supplies</li> <li>*Dry erase supplies</li> </ul> <p><b>Estimated Cost: \$6,000</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Weekly Assessment Data System 44 Data Read 180 Data Mindplay Data Leap 360 Data Leap 2025 Data RTI Tracking Documentation Weekly NIET Rubric Evaluations</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• Students who continue to experience difficulty after receiving School and classroom interventions will be referred to the School Building Level Committee (SBLC). SBLC will perform a complete evaluation on students who continue to experience difficulty academically and/or behaviorally.</li> </ul>	<p><b>Goal(s):</b>Implement ent Responsive Implementation of School-wide Response to Intervention</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Tracking Folders</li> <li>*Tier II &amp; Tier I intervention program (Zearn/iReady)</li> <li>\$5,000</li> <li>*Materials for activities</li> <li>*Content Enrichment (ELA/Math)</li> <li>*General Supplies</li> <li>*Dry erase supplies</li> </ul> <p><b>Estimated Cost: \$6,000</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Weekly Assessment Data System 44 Data Read 180 Data Mindplay Data Leap 360 Data Leap 2025 Data RTI Tracking Documentation Weekly NIET Rubric Evaluations</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Interventions Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• Students with disabilities in reading will be provided interventions through Push-in and Pull-out provided by the SPED ELA/Math teachers. Interventions will also be provided through the Read 180 and System 44 classroom.</li> <li>• READ 180 is a multimedia program that is designed to meet the specific needs of students whose reading achievement is below grade level. The program blends instruction from the teacher with innovative computer software that tracks your child's progress and customize instruction to meet their needs.</li> <li>• System 44 is a foundational reading program designed for the most challenged struggling readers in Grades 3-12. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered.</li> <li>• Special Education Teachers and paras support students in the classroom and collaborate with general education teachers on specific student needs.</li> <li>• Regular Education teachers provide students with 504 plan accommodations within the instruction. These can include changes to the environment, changes to instruction, or changes to how the curriculum is presented.</li> </ul>	<p><b>Goal(s):</b> Implementati on of School- wide Response to Intervention</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Tracking Folders</li> <li>*Tier II &amp; Tier I intervention program -Coach Digital \$4,500</li> <li>*BURST \$4,500</li> <li>*Paper</li> <li>*Color Paper</li> <li>*Cardstock</li> <li>*Poster boards</li> <li>*Chart Paper</li> <li>*Computers</li> <li>*Ink</li> <li>*Materials for activities</li> <li>*Certified SPED ELA/Math Teachers</li> <li>*General Supplies</li> <li>*Dry erase supplies</li> </ul> <p><b>Estimated Cost: 10,000</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Weekly Assessment Data System 44 Data Read 180 Data Mindplay Data Leap 360 Data Leap 2025 Data RTI Tracking Documentation SPED weekly logs Weekly NIET Rubric Evaluations</p>
<p><b>Interventions Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>• The EL program provides focused, intensive small-group interventions for English learners determined to be at risk for reading problems. The amount of time in small-group instruction and the intensity of this instruction reflects the degree of risk, determined by reading assessment data and other</li> </ul>	<p><b>Goal(s):</b> Implementati on of School- wide Response to Intervention</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Tracking Folders</li> <li>*Tier II &amp; Tier I intervention program EL</li> <li>*Poster boards</li> <li>* Headphones</li> <li>*Chart Paper</li> <li>*Ink</li> </ul>	<p><b>Effectiveness Results:</b></p> <p>Weekly Assessment Data System 44 Data Read 180 Data Mindplay Data Leap 360 Data Leap 2025 Data RTI Tracking Documentation</p>

<p>indicators. The interventions include the five core reading elements:phonological awareness, phonics, reading fluency, vocabulary, and comprehension. Explicit, direct instruction is the primary means of instructional delivery.<b><i>Students will use Imagine Learning.</i></b></p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<p>*Materials for activities            *Translator app            *District Para            *General Supplies            *Dry erase supplies</p> <p><b>Estimated Cost:1,000</b></p>	<p>Weekly NIET Rubric Evaluations</p> <p><b>Effectiveness Results:</b></p> <hr style="border-top: 1px dotted black;"/>
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***Support and Extended Learning***



<p><b>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):</b></p> <p>The support structures and programs include: Speech, Read 180, System 44, Math Enrichment, STEMLAB, P.E., Computer Literacy, Mindplay, Headsprouts, Typing Agent, Fast Math, Mobymax, Prodigy, Khan Academy, Zearn, Eagle 2.0, and Edulastic.</p>	<p><b>Goal(s):</b> Implement a comprehensive academic program which assess readiness and advancements of students in ELA, Math, Science, and Social Studies.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Tracking Folders</li> <li>*Tier II &amp; Tier I intervention program (Coach Digital)</li> <li>*Paper</li> <li>*Color Paper</li> <li>*Cardstock</li> <li>*Poster boards</li> <li>*Chart Paper</li> <li>*Ink</li> <li>*Headphones</li> <li>*Materials for activities</li> <li>*highlighters</li> <li>*General Supplies</li> <li>*Dry erase supplies</li> </ul> <p><b>Estimated Cost:\$5,000</b></p>	<p><b>Effectiveness Measure:</b> Data Reports Rosters Schedules Weekly Assessment Data</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21<sup>st</sup> Century, before or after school tutoring, field trips):</b></p> <p>Extended Day opportunities will include but are not limited to After-School tutorials in ELA and Math.</p> <p>Summer Enrichment opportunities will include but are not limited to instruction in ELA and Math.</p> <p>Students will receive core instruction in the specific area of skill deficit in a small group setting 90-120 minutes, 3-4 days a week.</p> <p>Implementation of STEM afterschool programs and clubs</p> <p>Field Trips will offer hands-on opportunities to engage</p>	<p><b>Goal(s):</b> Implement a comprehensive academic program which assess readiness and advancements of students in ELA, Math, Science, and Social Studies.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Tutors \$10,000</li> <li>*Paper</li> <li>*Color Paper</li> <li>*Chart Paper</li> <li>*Ink</li> <li>*Materials for activities</li> <li>*YBTC</li> <li>*Field Trip Cost</li> <li>*iReady Program Purchase</li> <li>*General Supplies</li> <li>*Dry erase supplies</li> </ul> <p><b>Estimated Cost: 20,000</b></p>	<p><b>Effectiveness Measure:</b> Sign-In sheets Agendas Rosters Leap 2025 data Weekly Data Reports</p> <hr/> <p><b>Effectiveness Results:</b></p>

in real world experiences.

## ***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:**

- Restorative Practices integration within the classroom including: Positive community, engaging academics, effective management, and developmentally
- Restorative Practice teaching
- Monthly Tribe Meetings recognition and
- 
- celebrations:
- -Students: Reading Challenge, Big Chief Award, Behavior Awards, etc.
- -Effective PBIS Activities
- -Mentor Program
- -Check in/out
- -Positive parent communication
- -PAC conflict resolution videos (Second Step)
- Identification (Id's for PBIS points -discipline and identification -safety)

**Goal(s):**  
 Implement Responsive Classroom and Development Design integration within the Classroom including: Positive community, engaging academics, effective management, and developmentally responsive teaching.

**Budgets** used to support this activity:

- Title I
- Title II
- LA4
- IDEA
- Title III
- Title IV Perkins
- JAG
- Bond Money
- Other

**Items Needed:**

- \*Tracking Folders
- \*Paper
- \*Color Paper
- \*Cardstock
- \*Poster boards
- \*Chart Paper
- \*Ink
- \*General Supplies
- \*Poster Maker/Paper
- \*Restorative Practices Materials for activities
- \*Restorative Practice Professional Development
- \*PBIS Professional Development
- \*Classroom Management Professional Development
- \*Responsive Classroom/Justice resources
- \*Dry erase supplies
- ID machine \$1600.00

**Estimated Cost: \$2,000**

**Effectiveness Measure:**

Discipline Reports  
 Number of Referrals  
 Dojo reports  
 PBIS Agenda  
 PBIS Sign-In Sheets  
 Tribe Meeting Agenda

Check In/Out documentation

**Effectiveness Results:**

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

<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>● PreK round up-Kindergarten Roundup is designed to foster positive relationships between the children and their parents, the children and the teachers, and the parents and the teachers. Further, children have the opportunity to meet and get to know some of their classmates and the school building before the start of kindergarten.</li> <li>● PreK Orientation- At orientation, we have the children go into another room to watch a movie, while the teachers give a presentation to the parents. I try to keep it brief, so the children have time to come in and explore the classroom. I drew a map on the board for parents who don't know our school's arrival and dismissal procedures. I explain a little about the curriculum and briefly go over our handbook, then allow them time to ask questions. I have sign-up sheets on the tables for volunteer time and for parents to write how their child will get home (car, walk, daycare van, or extended day). I also pass out our daily folders and explain their purpose.</li> <li>● Open House-The purpose of this event is to allow the parents/guardians an opportunity to come to the <b>school</b> and become acclimated for this school year.</li> <li>● Tour and visits of High Schools-Transition planning involves providing 8th grade students (and sometimes their parents) preparations which make for a smooth transition into their high school as 9th graders. These may include psychological, academic, social and experiential preparation which is designed to make the transition smooth and successful. Transition planning can be helpful for all students, but may be especially important for</li> </ul>	<p><b>Goal(s):</b> Increase Parental involvement activities in grade 5th-8th</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li>✓ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Folders</li> <li>*Paper</li> <li>*Color Paper</li> <li>*Cardstock</li> <li>*Poster boards</li> <li>*Chart Paper</li> <li>*Computers</li> <li>*Ink</li> <li>*Materials for activities</li> <li>*General Supplies</li> <li>*Dry erase supplies</li> </ul> <p><b>Estimated Cost:500.00</b></p>	<p><b>Effectiveness Measure:</b> Sign-In Sheets Agendas Exit Tickets Survey Results</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p>students with disabilities or other students who are at risk, academically or socially and thus at a higher risk of dropping out.</p> <ul style="list-style-type: none"> <li>Meet &amp; Greet students and parents will meet the faculty and staff and virtually tour the campus. It is an opportunity for students to familiarize themselves with the campus, so that students have a smooth first day of school. This is an opportunity for the PTO to recruit parents via Google Documents.</li> </ul>				
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## **Professional Development**

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

<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>Other Professional Training:             <ul style="list-style-type: none"> <li>* Conferences/Trainings</li> </ul> </li> </ul> <p>Teachers will identify conferences/training relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual prior- authorization approvals for specifics.</p>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>-Substitutes</li> <li>-Stipends</li> <li>-See individual Prior Approvals for specific items needed</li> </ul> <p><b>Estimated Cost:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Teacher sign in&amp; agendas from conferences/trainings lesson plans</p> <p>NIET teacher rating</p>
<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>Weekly Professional Learning Communities that focus on the implementation of quality instruction by analyzing student data and work</li> </ul>	<p><b>Goal(s):</b>Implement a comprehensive academic program which assess readiness and advancements of</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Folders</li> <li>*Paper</li> <li>*Color Paper</li> <li>*Cardstock</li> <li>*Poster boards</li> </ul>	<p><b>Effectiveness Measure:</b></p> <p>Sign-In Sheets Agendas Exit Tickets Survey Results</p>

<p>samples. Teachers will review data regularly and become aware of school and grade level growth targets and progress toward growth targets.</p>	<p>students in ELA, Math, Science, and Social Studies.</p> <p>Implementation of School-wide Response to Intervention</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li>*Chart Paper</li> <li>*Computers</li> <li>*Ink</li> <li>*Materials for activities</li> <li>*General Supplies</li> <li>*Dry erase supplies</li> </ul> <p><b>Estimated Cost:\$500</b></p>	<p><b>Effectiveness Results:</b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Monthly Professional Development that focuses on improving the effectiveness of teachers by providing opportunities for professional growth and on-going support; tracks progress to determine teacher effectiveness and adjusts development opportunities accordingly.</li> <li>● District and Out of Parish sponsored professional development:Presentations regarding classroom management, technology, Guidebooks, DBQ, Read 180, System 44, Eureka Math, CKLA, Wit &amp; Wisdom, Smart Board Interactive Lessons, Effective Strategies for Struggling Learners</li> </ul>	<p><b>Goal(s):</b></p> <p>Implement a comprehensive academic program which assess readiness and advancements of students in ELA, Math, Science, and Social Studies.</p> <p>Implementation of School-wide Response to Intervention</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Folders</li> <li>*Paper</li> <li>*Color Paper</li> <li>*Cardstock</li> <li>*Poster boards</li> <li>*Chart Paper</li> <li>*Computers</li> <li>*Ink</li> <li>*Materials for activities</li> <li>*PD cost \$4,000</li> <li>*General Supplies</li> <li>*Dry erase supplies</li> </ul> <p><b>Estimated Cost: \$5,000</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Sign-In Sheets Agendas Exit Tickets Survey Results Documentation</p> <hr/> <p><b>Effectiveness Results:</b></p>

**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"> <li>● Develop a pipeline of teacher leaders to provide additional support to teachers in the school by identifying mid and high-performing teachers; developing leadership skills, creating opportunities for them to take on additional responsibilities.</li> </ul>	<p><b>Goal(s):</b> Implement a comprehensive academic program which assess readiness and advancements of students in ELA, Math, Science, and Social Studies.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li>✓ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> *District PD's</p> <p><b>Estimated Cost:\$500</b></p>	<p><b>Effectiveness Measure:</b> Sign-In Sheets Agendas Exit Tickets Survey Results</p> <hr/> <p><b>Effectiveness Results:</b></p>
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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.

**21<sup>st</sup> Century Programs:**

- Students in participating schools are entitled to attend the 21<sup>st</sup> 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.

**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:**

During the year teachers and administrators can analyze data through:

- DATA: weekly, monthly, semester, and yearly
- SLTs provide diagnostic pre and post test results
- Progress Monitoring-data is collected and charted

- OnCourse Reports-behavior and academic grades are monitored
- Teacher Assessments are created and aligned with standardized test formats
- SWP committee meets quarterly to monitor the plan
- Diagnostic, Interims, and Summative Assessment data
- Leap 360 data is used to determine student readiness for instruction
- Weekly Common Assessments are reviewed during weekly data chats and RTI is adjusted accordingly
- Teachers will use Tier I curriculum and provide remediation and intervention for close the achievement gasps
- Discipline, PBIS, and attendance reports
- Professional Development documentation

**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 committee meets quarterly or as needed to plan and discuss the impact of the school programs and PFE events as outlined in the SWP to determine the effectiveness or if revisions are needed.
- Leadership Meetings and weekly collaboration meetings
- May and July to determine whether or not the goals have been met and to assist in the design of new goals or priorities for next year.

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

- Open House
- Faculty Meetings
- Literacy Night
- Eureka Math Night

**2021-2022 Committee**

**Members**



<p><b><u>School Improvement Planning Committee</u></b>  <b>Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP</b></p> <p><b>Members Include:</b></p> <ul style="list-style-type: none"> <li>● <b>Principal: Samantha Austin</b></li> <li>● <b>Assistant Principal: Tiffany Mitchell-Davis</b></li> <li>● <b>Student: Raven Foster</b></li> <li>● <b>Teacher: Mrs. Clements &amp; Mrs. Adams</b></li> <li>● <b>Parent/Family:</b></li> <li>● <b>Community Member: Mrs. Towle</b></li> </ul> <p><b>You may add more members. Provide title and name of each member.</b></p>	<p><b><u>Parent/Family Engagement Committee</u></b>  <b>Responsible for the Implementation of the PFE Activities in the SWP</b></p> <p><b>Members Include:</b></p> <ul style="list-style-type: none"> <li>● <b>Principal: Samantha Austin</b></li> <li>● <b>Assistant Principal: Tiffany Mitchell-Davis</b></li> <li>● <b>Student: Raven Foster</b></li> <li>● <b>Teacher: Mrs. Clements &amp; Mrs. Adams</b></li> <li>● <b>Parent/Family:</b></li> <li>● <b>Community Member: Mrs. Towle</b></li> </ul> <p><b>You may add more members. Provide title and name of each member.</b></p>
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## 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.

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Principal Signature

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Date

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Chairperson, Schoolwide Improvement Team Signature

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Date