

2021-2022 Schoolwide Plan



Loranger Elementary School

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

School _____ Loranger Elementary School _____

SPS ___55.8_____

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	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	\$5,000
Copy machine, Duplicator, Printer	X	X	X	
Service Contracts		X		\$4,000
Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard, Ipads, Projector, Document Camera, Bulbs		X		\$1,000
Mice, Headphone, Keyboard, USB Cord, Cat Cable		X		\$1,000
Laminator, Laminating Film		X	X	\$1,000
Poster Maker, Poster Paper, ink		X	X	\$1,000
Communication Folders, Planners	X			
Bonders, manila folders, folders, pocket folders, loose leaf paper, tab dividers, page protectors,		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, glue, glue sticks		X		\$5,000
Dry Erase Supplies: boards, erasers, cleaner, markers		X		\$1,000

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
92% of students had no referrals.	Due to COVID-19 and being unable to administer statewide assessments, our School Performance Score remained 55.8.
Our Discipline data showed that we decreased from 16% to 5% of students suspended out of school. This is a strength and we will continue to use a Restorative approach and PBIS incentives schoolwide.	Science and social studies has been identified as a weakness particularly due to lack of curriculum over the years. We now have PhD science in K-4 grades so we are hopeful things will begin to improve.
96% of our Pre-k students scored Average or Above on the Mid Year District ELA Assessment.	According to our needs assessment survey our parental communication regarding student progress needs to improve.
98.7% of our Pre-k students scored Average or Above on the Mid Year District Math Assessment.	Daily average attendance was at 70.96% throughout the year. This is a decrease from previous years but we attribute that Covid.
Based on Wit and Wisdom mid-year checkpoints, 66% of students in K-2 scored Proficient or above.	CIR school for two student groups (Black and Students with Disabilities) that is equivalent to an “F” for at least two years.
Based on CKLA mid-year checkpoints, 60% of students in K-2 scored Proficient or above.	
Based on LEAP 360 data, 47% of 3rd grade students scored proficient in Math.	
Based on LEAP 360 data, 79% of 4th grade students scored proficient in Writing.	
Progress Index increased 4 points from 82 to 86.1	

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

School Demographic Information/school report card, K-2 District Benchmark Data, OnCourse discipline data, Pre-k MOY results, Assessment Index for school in ELA, Math, Science and Social Studies.

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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. Increase the SPS from 55.8 to 58.8 in 2020-2021.

2. Increase the Assessment Index in all tested areas from 45.7 to 48.7

3. Increase the percentage of students with disabilities scoring Mastery or Above by the end of 2020-21.

4. Increase the percentage of black students scoring Mastery or Above from 2019-20 to the end of 2020-21.

5. Decrease out of school suspension rate from 16% to 13% by the end of 2020-2021.
6. Increase communication between school and parent, and teacher and parent for the 2020-21 school year and beyond.

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) ADDRESSSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SWP (include the month that activity will take place):</p> <p>Design:</p> <ul style="list-style-type: none"> ● During Summer 2021, met with the SWP committee including 5 parents, 2 community members and 8 students, to review the previous year’s SWP and results of the Comprehensive Needs Assessment Surveys, received feedback and recommendations for the new 2021-22 SWP including changes to the PFE plan. ● The SWP is posted on the LES website with a link to offer feedback so that all parents/stakeholders have an opportunity to review the SWP and offer suggestions/feedback. <p>Evaluation:</p> <ul style="list-style-type: none"> ● December meeting- Review and evaluate progression/effectiveness. ● Stakeholder meeting met to evaluate the effectiveness. 	<p>Goal(s): 1,2,3,4,5,6</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:</p> <ul style="list-style-type: none"> ● Title I Compact ● School website ● Title I surveys 	<p>Effectiveness Measure: ● Title 1 link on website for feedback</p> <ul style="list-style-type: none"> ● Ticket out the door ● Feedback from SWP and Leadership committee meetings <p>Effectiveness Results:</p>

			Estimated Cost:	
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<p>spring. Feedback from that survey is used as well.</p> <ul style="list-style-type: none"> • At the conclusion of PFE activities, parents complete a “Ticket Out the Door” offering feedback on the activity. 				
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • Administration attends all PTO meetings to discuss school updates with parents. • Administration has an open-door policy to allow parents, community members, students and staff an opportunity to give feedback/make suggestions regarding spending, programs, school needs, and to voice concerns. • Parents attend conferences with teachers and administration(when requested) to discuss student academic, social, and behavioral progress/concerns • Parents attend(at least annually) IEP meetings for special education students to develop individual education plans for their child • Parents attend annual 504 meetings with teacher and 504 coordinator to develop an IAP (Individual Accommodation Plan) for their child 	<p>Goal(s): 1,2,3,4,5,6</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4</p>	<p>Items Needed:</p>	<p>Effectiveness Measure: Sign in sheet agenda SBLC log sheet</p>

		<ul style="list-style-type: none"> <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG 	<p>Estimated Cost:</p>
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Other

Effectiveness Results:

<p>Describe how the school communicates information to parents regarding the strategies and activities in the SWP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • All teachers are required to call all parents and introduce themselves at the beginning of the school year. • Nicky folders- all Pre-K-4th grade students use this red folder for school to home communication <ul style="list-style-type: none"> daily:newsletters, report cards, permission slips, teacher correspondence, school-wide events,transportation changes and weekly assessment folders are sent home in this folder. • A behavior chart on white cardstock is placed in the folder each six weeks and used daily to inform parents of their child's behavior • 3rd and 4th grade students use a planner daily to write down homework assignments, vocabulary and spelling words. • School-wide event flyers; important notices sent home on pink colored paper, Robo calls, school website • Loranger Elementary Facebook page, PTO Social Media • Oncourse- Teachers are required to post assignments a week before the due date and grades weekly • Student Progress Center- each parent has access to their child's grades • Interims- sent home to all students with a D or F average at the middle of each grading period • Report cards- sent home each grading period to 	<p>Goal(s): 1,2,3,4,5,6</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I</p> <ul style="list-style-type: none"> <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 checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Report Card clasp envelopes (6x9) • Labels for parent signatures (for report card envelope) <p>Estimated Cost:</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Feedback from parents regarding communication • Parental response in daily • Communication and weekly test folders • Parent signatures on report card envelope <p>Effectiveness Results:</p>
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<p>inform parents about student progress</p> <ul style="list-style-type: none">• Weekly Classroom Newsletters- every classroom teacher sends a newsletter on Monday to communicate curriculum, assignments, assessments, and parent events for the school• Teachers will make contact by phone to parents each semester and log the communication.• The parish is providing a ½ day for parent conferences in October.				
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<p>Translation Services:</p> <ul style="list-style-type: none"> ● Schools should ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. <i>(Title VI of the Civil Rights Act of 1964)</i> ● Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a translator. ● 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 certified translator. ● Items that may need to be written & translated include Handbooks/Discipline policies; Disciplinary notices; Truancy notices, Report cards/progress reports; parent permission forms, testing information ● Items that may need to be verbally interpreted include: registration & enrollment process, counseling on eligibility for LEP program; Disciplinary Hearings; orientation/Back to School events; parent teacher conferences; medical emergencies/Nurse calls; Special Education meetings etc. ● Use of translation App 	<p>Goal(s): 1,2,5</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I</p> <ul style="list-style-type: none"> <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: District provided LEP teacher</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure: Test data</p> <p>Effectiveness Results:</p>
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Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging state academic standards, state and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.

<p>Parent Family Engagement Activity: <u>Meet and Greet August 2021</u></p> <ul style="list-style-type: none"> • Parents and students get to meet the assigned teacher for the school year • drop off school supplies • become familiar with the campus before the first day of school • find out bus assignment • Understand the core values that our school will provide to all stakeholders. 	<p>Goal(s): 1,2,3,4,5,6</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I</p> <ul style="list-style-type: none"> <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: Robo calls Social Media school website event flyer posted around the community</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure: Ticket Out the Door sign-in sheets Articulate the core values and be able to identify them Effectiveness Results:</p>
<p>Parent Family Engagement Activity: <u>Open House October 2021</u></p> <ul style="list-style-type: none"> • Parents/families and students visit the classroom to discuss academic Tier 1 curriculum and expectations for the school year • Parents will meet with administration and are given a summary of the evaluation results of the previous year's SWP • Open discussion on Title 1 Compact, Title 1 budget, support in the classroom, services available, and expectations of students and parents • The vision and mission for the school year is shared 	<p>Goal(s): 1,2,3,4,5,6</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I</p> <ul style="list-style-type: none"> <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: Robo calls newsletter Social Media school website district website powerpoint presentation results of previous SWP Event flyer sign-in sheets agenda refreshments</p>	<p>Effectiveness Measure: Ticket Out the Door sign-in sheets</p> <p>Effectiveness Results:</p>

			<p>Estimated Cost:</p>	
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<p>Parent Family Engagement Activity: <u>PTO Meetings 5 per year 2021-22</u> <ul style="list-style-type: none"> PTO will host meetings in conjunction with school events throughout the school year in an effort to increase parental attendance. </p>	<p>Goal(s): 1,2,3,4,5,6</p>	<p>Budgets used to support this activity: <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 checked="" type="checkbox"/> Other</p>	<p>Items Needed: Robo calls website newsletter</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure: Sign in sheets</p> <p>Effectiveness Results:</p>
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<p>Parent Family Engagement Activity: <u>Grandparents Day September 2021</u> <ul style="list-style-type: none"> Grandparents will be invited to attend a Grandparents event which will fall on the weekend just before Grandparents Day is celebrated. </p>	<p>Goal(s): 1,2,3,4,5,6</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 checked="" type="checkbox"/> Other</p>	<p>Items Needed: event flyer sign in sheets robo calls school website photographer art activities Social Media incentives for students refreshments</p> <p>Estimated Cost: \$300</p>	<p>Effectiveness Measure: Flyers Pictures Sign in Sheets Grandparents</p> <p>feedback Effectiveness Results:</p>
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<p>Parent Family Engagement Activity: <u>Literacy, Math and STEM Night/Book Fair March 2022</u> <ul style="list-style-type: none"> Students and their families will attend this event. The goal is to inform parents of the different skills, and strategies that are being used at school that can also be used to help aid in instruction at home. </p>	<p>Goal(s): 1,2,3,4,5,6</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> LA4 <input type="checkbox"/> DEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV</p>	<p>Items Needed: Event flier robo calls TOTD school website Social Media incentives materials for STEM</p>	<p>Effectiveness Measure: sign-in sheets parental participation</p>
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Effectiveness Results:

<p>Parent Family Engagement Activity:</p> <p><u>LEAP 3rd & 4th Grade Family Night/Pep Rally March 2022</u> • Students and their families will attend this event. The goal is to inform parents of the different skills, and strategies that are being used at school that can also be used to help aid in instruction at home.</p>	<p>Goal(s): 1,2,3,4,5,6</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I</p> <ul style="list-style-type: none"> <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 checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> Event flyer robo calls TOTD copy paper school website Social Media ink incentives materials for STEM activities materials for literacy and math activities refreshments <p>Estimated Cost:</p>	<p>Effectiveness Measure: sign-in sheets</p> <p>parental participation</p> <p>Effectiveness Results:</p>
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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) ADDRESSE D	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
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	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	Items Needed: Stipends Substitutes	Effectiveness Measure: Agenda Sign in sheets Log sheeta

		<input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	Estimated Cost:	Effectiveness Results:
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • All grades Pre-k to 4th grades follow the Tier 1 curriculum for Tangipahoa Parish School System. • Wit and Wisdom is used for ELA in K-2nd grades • CKLA for phonics instruction in K-2nd grades • Guidebooks in ELA for 3rd and 4th grades • Zearn in Math for 3rd and 4th grades • Eureka Math is used in K-4th grades • Pre-k uses DIG and Eureka Math • R.A.C.E. Writing Strategy K-4th across the curriculum. Restate the question, Answer the question, Cite the source, and Explain • R,D,W,W-Read, Draw, Write equation, Write to explain • Anchor charts (K-4th); for student reference outline, list, or describes procedures, processes, and strategies on a particular topic and is posted in the classroom for reference by students • An Instructional Curriculum Coach is used to support Pre-k-4th grade teachers in the use of the Tier 1 curriculum. • A Content ELA teacher leader, Content Math teacher leader and Content Intervention teacher leader are on staff to provide support to teachers. <ul style="list-style-type: none"> • Kagan: Strategies using cooperative learning to increase student engagement used Pre-k to 4th grades. • 3rd and 4th grades departmentalized for ELA and 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I</p> <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: Chart paper flip chart markers highlighters sticky notes supplies for Tier 1 instruction (Eureka, CKLA, Wit and Wisdom, Guidebooks, PhD Science)</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure: Test Data Teacher evaluation data</p> <p>Effectiveness Results:</p>

Math				
• PhD Science Curriculum used in K- 4th grades.				

<ul style="list-style-type: none"> • Social Studies LDOE Resources • Headsprout interactive online Reading program to teach reading fundamentals and comprehension 				
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • TS Gold is used to assess Pre-k readiness and to monitor student progress through the year. • DRDP is used in Kindergarten at the beginning of the year to determine readiness. • Benchmark assessments are administered in August to students in K-4th, Mid-year assessments are administered in January and End of the Year assessments in May to determine student mastery. • Common assessments are used K-4th throughout each grading period in ELA, Math, Science and Social Studies. • LEAP 2025 and LEAP 360 3rd and 4th grades • Formative assessments K-2nd grades • CKLA checkpoints are used to assess foundational skills in grades K-2. • Wit and Wisdom Checkpoints are used to assess ELA standards in K-2nd grades. 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other 	<p>Items Needed: dividers for</p> <p>testing Estimated</p> <p>Cost:</p>	<p>Effectiveness Measure: Student progress over the year</p> <p>Effectiveness Results:</p>

<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Sped teachers support classroom teachers for inclusion of SWD in the regular classroom. • “Unique” learning tool 	<p>Goal(s): ¹⁴ 3 Effectiveness Measure: Student progress over the year, Leap 360, System 44 results, Mindplay results, Unique progress</p>
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<ul style="list-style-type: none"> • Sped teachers will have common planning time with regular education teachers to collaborate on aligning Tier 1 curriculum • Sped teachers and regular ed teachers will be utilizing the Co-Teaching Model to enhance differentiation for all students. • Paras are used to support students in the inclusion setting. • Sped teachers and paras ensure implementation of accommodations for individual students according to the IEP. • Individual interventions by the classroom teacher. • Progress reports are completed in SER and sent to parents each six weeks to identify and communicate growth. 		<ul style="list-style-type: none"> <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Estimated Cost:</p>	<p>Effectiveness Results:</p>
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<p>Strategies, Curriculum, and Assessments Specific to English Learners:</p> <ul style="list-style-type: none"> • The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> • A teacher (provided by the district) works with students in a small group setting once a week outside of the regular classroom. • Individual interventions by the classroom teacher. • Classroom accommodations are provided through the teacher based on the teacher's determination of the student's needs. • Imagine Learning • Translator App 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I</p> <ul style="list-style-type: none"> <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 checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure: Student progress over the year Reports Surveys</p> <p>Effectiveness Results:</p>
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<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> ● At the beginning of the year, teachers and administrators will analyze a variety of data to identify students who need interventions/acceleration-Students who were promoted with interventions in grades 1-4 or did not meet the readiness benchmark in K; District Benchmarks/Checkpoints in ELA and Math for Grades 1 and 2; LEAP 2025 results for grades 3 and 4; DRDP for K, TS Gold for Pre-K. Students who were promoted with interventions in Math, Reading or both, students who score Approaching Basic or Unsatisfactory on the LEAP 2025 and are not proficient on other assessments are selected for classroom interventions. ● IEP's and IAP's will be used to determine placement into specific intervention-based on students' identified needs. ● Weekly assessments are used by the classroom teacher to determine needed interventions. ● New student assessments from previous schools are used to determine if interventions are needed. If no assessments are available from the previous school, the teacher or interventionist will administer needed assessments. ● These students will be placed in interventions with their classroom teacher. ● Teachers will review data every 6 weeks to determine appropriate interventions, grouping and instructional support, and they will meet and collaborate with the administration, curriculum coach, and SBLC chairperson to support and assist with intervention groups. ● Teachers, interventionists, and other staff members will assist with interventions. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I</p> <ul style="list-style-type: none"> <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: Chart paper progress monitoring materials/manipulatives</p> <p>Estimated Cost:</p> <p>\$1,000</p>	<p>Effectiveness Measure: District Benchmarks Statewide assessments Progress Reports Report card grades Classroom assessments</p> <p>Effectiveness Results:</p>
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<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Schoolwide interventions will take place every day for 30 minutes for identified students based on individual needs. This is to ensure all students, regardless of instructional level, are being addressed with interventions or enrichment activities to enhance and support TIER 1 curriculum in ELA and Math. • Interventionists are used across grade levels K-4 to assist classroom teachers with interventions. <ul style="list-style-type: none"> • Teachers develop Math and Reading interventions for students as needed based on individual needs. • Computer based intervention programs like Mindplay, Moby Max and System 44 are accessed via chrome books in the classroom. • The students who receive interventions change throughout the year based on progress or lack of progress on the assessments mentioned above. This is monitored by the classroom teacher. • Curriculum Coach meets with students who are close to meeting their expected growth target to build strategic stamina and rigor to meet their goal. 	<p>Goal(s): 1,2,3,4</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> <ul style="list-style-type: none"> • 2 Interventionist Paraprofessionals • Accelerated Reader Computer Program <p>Estimated Cost:</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • LEAP 360 Scaled Score Chart • Growth on District Benchmarks for Math and Reading • Report Card Grades • Progress Monitoring Data • Mindplay Data <p>Effectiveness Results:</p>
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<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Teacher will hold parent face to face conferences , invite SBLC chair and administrator to review interventions and progress monitoring. • Teacher and SBLC chair will meet locally to discuss intensifying/modifying interventions. • Refer to SBLC (if progress isn't happening) to determine if further evaluation is needed. 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity: <input type="checkbox"/> Title I</p> <ul style="list-style-type: none"> <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 checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Data from progress monitoring • Interventions • Anecdotal notes <p>Estimated Coast:</p>	<p>Effectiveness Measure: Student progress</p> <p>Effectiveness Results:</p>
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<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • System 44 • Mindplay • Modification to IEP/IAP 	<p>Goal(s): 3</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I</p> <ul style="list-style-type: none"> <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>Facilitator who will pull students in System 44 to ensure the small group portion is also completed.</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure: Measure progress goals via IEP every six weeks.</p> <p>Effectiveness Results:</p>
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<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> ● Imagine Learning software on classroom computers combine learning and speech recognition technology. ● Google Translator to assist students with access to curriculum. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I</p> <ul style="list-style-type: none"> <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>Software</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure: ELL student progress viareport card.</p> <p>Effectiveness Results:</p>
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<i>Support and Extended Learning</i>				
<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> ● PLC's ● Speech as needed according to IEP ● Art (Pre-k-4th grade) ● P.E. (Pre-k-4th grade) ● Computer Lab (Pre-k-4th grade) ● Library (Pre-k-4th grade) ● Gifted program one day a week for students according to IEP (off campus) ● Talented Art, Music, Theater one hour a week for students according to IEP 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I</p> <ul style="list-style-type: none"> <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>Estimated Cost:</p>	<p>Effectiveness Measure: Progress reports every six weeks</p> <p>Effectiveness Results:</p>

<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21stCentury, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • Beta Club 4th grade students based on GPA • 4-H Club 4th grade students • Trace and Cross Country team 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity: <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 checked="" type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure: Overall performance when participating in district/club events</p> <p>Effectiveness Results:</p>
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<p><i>Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas</i></p>				
<p><i>Implementation of a schoolwide tiered model to prevent and address problem behavior:</i></p>				

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • School-wide PBIS program-includes individual, class and school-wide incentives including: Star Student program (1 perclass each six weeks where students receive a shirt and certificate) and Perfect Attendance from bell to bell each six weeks. • PBIS committee meets each six weeks to review discipline data and make adjustments as necessary. Students are awarded each six weeks for good behavior. Students can earn points through the PBIS app which can be used to purchase things from the PBIS store and to attend the six week reward celebrations. • Check-In/Check-out program for students who need additional behavior support. • School Counselor hired for Loranger Schools. 	<p>Goal(s): 5</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I</p> <ul style="list-style-type: none"> <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 checked="" type="checkbox"/> Other-PBIS 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Incentives for Star Student Program and Attendance incentives. • Items needed to stock the PBIS store from PBIS budget \$2,000 • Red folders for Check-In/Check-Out <p>Estimated Cost:</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Weekly/monthly behavior reports • Reports of six weeks incentive participants <p>Effectiveness Results:</p>
<p><i>Strategies for Assisting Students in the Transition from One School to the Next:</i></p>				
<p>Transition Activities for Incoming and Outgoing Students:</p> <p>Incoming Students:</p> <ul style="list-style-type: none"> • Students and parents from local Head Start programs are invited to visit the school on a day in May to tour the campus, visit the Kindergarten classrooms and find out about the school. • In August, Pre-k and Kindergarten teachers meet with parents/families in the classroom to introduce students to the 	<p>Goal(s): 5</p>	<p>Budgets used to support this activity: <input type="checkbox"/> Title I</p> <ul style="list-style-type: none"> <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 	<p>Items Needed:</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure: Pictures from Kindergarten and 4th grade tours Sign in sheets for parent visitors</p> <p>Effectiveness Results:</p>

<p>new setting and introduce the curriculum, expectations and general information.</p> <ul style="list-style-type: none"> • Teachers from the Head Start/preschool programs from outside agencies attend IEP meetings at the end of the previous school year for Pre-k students to ensure a successful transition. • Administrators offer tours of the school for new parents/families and students as needed. New families needing a tour should contact the office to set up a date and time. <p>Outgoing students:</p> <ul style="list-style-type: none"> • In May, our 4th grade students visit Loranger Middle School to meet the 5th grade teachers, the administration, and tour the school. • All SBLC documentation and intervention data for students being referred through SBLC are hand delivered to the SBLC chairperson at Loranger Middle School. • The same procedure is followed for yellow tracking folders and special education teachers at LMS to plan for transitions. • Feedback is obtained through conversations with parents and through the Title I survey results. • In May, we have a Senior Walk where the high school students come back to the elementary school and walk the halls to commemorate their time here and show our elementary students what they have accomplished. • 4th graders who met their growth target and have moved to the middle school are given certificates of their accomplishments. 		<input type="checkbox"/> JAG <input type="checkbox"/> Other	
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Professional Development

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

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<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> ● Pre-K-4 teachers will meet for collaboration weekly. Those meetings will be with the curriculum coach to discuss and collaborate about topics related to TIER 1 curriculum, Louisiana State Standards, assessments, data, planning, NIET Rubric, learning strategies, etc. ● PLC's will also be conducted after school to discuss the above mentioned topics. Administration will make these dates available to the faculty and staff at the beginning of the year. ● Instructional Leadership Team/Grade level Team meets bi-weekly with administration and delivers information back to their grade level. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I</p> <ul style="list-style-type: none"> <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: Chart paper sticky notes Kagan Structure Cards</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure: PD Surveys Exit Tickets Smart Starts Attainment of SWP Goals</p> <p>Effectiveness Results:</p>
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<p>Professional Development:</p> <ul style="list-style-type: none"> ● Other Professional Training: <ul style="list-style-type: none"> * Conferences/Trainings <p>Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual prior-authorization approvals for specifics.</p> <ul style="list-style-type: none"> ● ELA Content Leaders who are at our school will provide PD's for all ELA teachers. These PD's are broken down into modules and consist of six different areas which will cover the ELA shifts, complex texts, speaking and listening, and writing. ● Math Leaders will provide PD's based on modules to address the TIER 1 Math curriculum as well as the shifts and digging into the standards. ● Intervention Content Leader will provide PD based on modules and strategies to support interventions based on TIER 1 curriculum. ● District Level Professional Development is offered throughout the year on various topics. Courses are listed on the REGISTER ME portal on our district website. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I</p> <ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> -Substitutes -Stipends -Registration fees if required -Travel if required Kagan structure cards <p>Estimated Cost:</p>	<p>Effectiveness Measure: PD notes Attainment of SWP Goals</p> <p>Effectiveness Results:</p>
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<ul style="list-style-type: none"> ● New Teacher Orientation for teachers who are new to our school is held in July to assist and acclimate them to our school and district. ● Beginning of the Year Professional Development is held the first few days of school to cover topics for the upcoming school year. ● Teacher Leaders will attend district PD's and bring back information to present to teachers. ● Administration attends monthly principals and capacity building meetings. ● Curriculum Coach attends district PD's three times a year to discuss ways to improve collaboration for teachers. 			
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Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

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

Strategies for Workforce Talent:

<ul style="list-style-type: none"> Professional Development for teachers to become highly qualified and certified. 	Goal(s): 1,2,3,4,5	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:	Effectiveness Measure: Teacher completion of TeachTangi program for those enrolled.
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	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.

21stCentury Programs:

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

Headstart Preschool Programs:

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

4. Regular Monitoring and SWP Revision

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

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

- The SWP committee makes adjustments on use of the Title I budget and current adjustments according to analyzed data
- PLC topics are adjusted based on the needs determined by analyzing data
- The Instructional Coach and Content Teacher Leaders provide professional development in the areas of academic needs based

on the data. ● The PFE committee makes adjustments to activities as needed.

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

- The SWP committee will meet in June 2022 to discuss school programs implemented. Feedback from teachers will help drive decisions and determine effectiveness.

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

- The evaluation results will be reported to parents/families at a PFE activity in September. The evaluation results will also be reported to the faculty and staff at a Faculty meeting in August.

2018-2019 Committee

Members

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School Improvement Planning Committee

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

Members Include:

- **Principal: Jamie Mills**
- **Assistant Principal: Joanna Sampson**
- **Student: Kollin Rivero, Brandon Wills, Reagan Burkhalter**
- **Teacher: Mary M. Currier, Demetria Miller**
- **Curriculum Coach: Lisa Genco**
- **Parent/Family: Monique Wills, Laura Rivero**
- **Community Member: Amanda Willie, Tico Polkey**

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SWP

Members Include:

- **Principal: Jamie Mills**
- **Assistant Principal: Joanna Sampson**
- **Student: Demi Miller,**
- **Teacher: Mary M. Currier, Demetria Miller**
- **Curriculum Coach: Lisa Genco**
- **Parent/Family: Monique Wills, Laura Rivero**
- **Community Member: Amanda Willie, Tico Polkey**

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.

_____ Jamie Mills _____ 7-18-2021 _____ Principal Signature Date

_____ Mary M. Currier _____ 7-18-2021 _____ Chairperson,
Schoolwide Improvement Team Signature Date

